



# **Accessibility Plan**

**Agreed by Governors: January 2020**

## Seven Hills Accessibility Plan – January 2020

### Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Seven Hills School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Seven Hills School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

### Formulation of the Accessibility Plan

1. This plan has been drawn up in consultation with staff and governors and covers the period from January 2020 to January 2023.
2. The school plans, over time, are to increase the accessibility of provision for all students, staff and visitors to the school. The accessibility plan outlines actions related to the **physical environment, the curriculum and the accessibility of information** to students, families, staff, stakeholders and visitors:

- Ensure there is adequate access to the **physical environment of the school**, adding any specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Enable full **access to the curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally, prepared for life and learning as able bodied students. This applies to teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, cultural and off-site activities. It also covers the provision of specialist aids and equipment.
  - Improve the **delivery of information** to students, staff, families and visitors with disabilities. Examples might include handouts, timetables, text books and information about the school and school events. The information should be made available in various and preferred formats within a reasonable time frame.
3. Attached are action plans which relate to these key aspects of accessibility. The plans will be reviewed on an annual basis and new plans will be drawn up every three years.
  4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
  5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
    - Curriculum
    - Equality
    - Health and Safety
    - Special Educational Needs
    - Positive Behaviour Strategy
    - School Development Plan
  6. The plan will be monitored through the full governing body.

**Seven Hills School Accessibility Plan – access to physical environment, the curriculum and information  
January 2020 – January 2023 – reviewed annually**

Links to public sector Equality Duty	Protected Characteristic	Aim :	Target group :	Action:	Who Actions this ?	Timescale	Success Criteria
Physical Access to the school	Disability	<b>Review and audit access across the school ensuring ease of accessibility.</b>	All students, staff and visitors	Address any issues arising	SS/ health and safety gov.	Termly	The building continues to be without access issues. Any issues are reported to SDFP via health and safety report.
		<b>Ensure the Woodland Walk is completely accessible for students with disabilities.</b>	All students, staff and visitors	Ensure Moving and Handling co-ordinators risk assess access to the Woodland Walk and provide advice to staff on access for individuals.	EE/SS/ SDFP/ Moving and handling co - ordinato rs	Summer 2020 and then annually	The woodland walk provides a valuable outdoor learning and therapeutic space for all students.
		<b>Pool development project includes access for students</b>	All students, staff and visitors	Work with the architect and project management	EE/CR/ SS	Awaiting permission to build licence	A sports hall/ hydro pool and trampoline/soft

		<p><b>with disabilities and proposed facilities which are bespoke to assist all students to take part in physical therapy and exercise.</b></p>		<p>team to ensure all aspects of the build conform to access regulations and meet the needs of the Seven Hills students.</p>		<p>based on approval from All Saints Governors. Proposed tendering from Jan 2020</p>	<p>play area are built which meets the curriculum needs of our students and can be used by all students equitably.</p>
		<p><b>To ensure off –site locations used for teaching meet the physical access requirements for all students.</b></p>	<p>Staff and students</p>	<p>Liaison with Peaks college and CLC sites at Outwood and Newfield</p>	<p>CR/KT/ KM/SS</p>	<p>July each year</p>	<p>The access needs and safety of all students are considered in advance of off - site usage. Risk assessments are completed in advance.</p>
<p><b>Curriculum Access</b></p>	<p>All</p>	<p><b>To retain, monitor and effectively predict the size and the use of the specialist equipment budget – which promotes equality of access to the curriculum.</b></p>	<p>Students</p>	<p>Liaise in advance with therapy team.</p>	<p>EE / SS/Therapy team</p>	<p>Spring - part of budget setting, reviewed at termly therapy meetings</p>	<p>School can finance requests for specialist equipment for individual students.</p>

		<p><b>Access to PE /sport facilities – to timetable sports facilities on and off site which students can reasonably access – restrictions may include time, security of the space, ability to share the space, coping with noise, behavioural challenges, access to specialist environments and adapted equipment.</b></p>	<p>Staff and students</p>	<p>Liaison with All Saints LT, Dawes gym and hydro at Woodview</p>	<p>EE/CR/ KM Staff from PE Department / Physios</p>	<p>Summer Annually</p>	<p>The school works with partners including All Saints to resolve and plan for timetabling and provision of PE, hydro, health and leisure activities.</p>
		<p><b>To increase the range of physical provision and personalised plans for students who are unable to be part of a class due to their complex needs and require a modified curriculum.</b></p>	<p>Students with complex Challenging behaviour / Mental Health needs</p>	<p>Monitor the use of nurture spaces, plan to remodel further areas of the building, including secure perimeters for outdoor spaces.</p>	<p>LT BST</p>	<p>Begin to plan in Spring for Sept. intake Annually.</p> <p>Spring 2020 additional perimeter fencing to outdoor area at the rear of the school building.</p>	<p>The school can safely and effectively meet the needs of all students.</p> <p>The perimeter of the back of school is secure.</p> <p>The school can provide a rich</p>

				Evaluate the use of personalised programmes			personalised programme based on motivators, interests and the development of functional skills.
<b>Access to Information</b>	Families	<b>Increase the use of interpreters for communicating with families where English is not a first language.</b>	Families	Create a protocol for the use of interpreter.	MT /KT	Summer 20	The school staff are clear about when to action an interpreter and how to do this.
		<b>Increase parental engagement and communication to seek parent views on a range of school based issues.</b>	Families	Engage as many parents as possible through parent workshops and questionnaires.	Chair of Governor Parent Govs. LT	Twice a year	Parent voice in the school is strong, parent view is welcomed and school is accountable.
	Students	<b>To provide useful and helpful signs/symbols in the</b>	Students Staff	Consult with SALT, staff, Students to create useful visual	KT Staff SALT	Annual revision of requirement	The physical environment is signed to support students in being orientated, safe, knowledgeable

		<b>environment to help keep students safe and provide visual support.</b>		support.			and in making positive choices around behaviour and safety.
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