

## Seven Hills Accessibility Plan – January 2017

### 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, students, parents and governors and covers the period from January 2017 to January 2020.
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 2017 – January 2020 – reviewed annually							
Links to public sector Equality Duty	Protected Characteristic	Aim :	Target group :	Action:	Who is responsible?	Timescale	Success Criteria
Physical access	Disability	Review and audit access across the school ensuring accessibility since the build in 2011 is still completely effective.	All students, staff and visitors	Address any issues arising	CR / EE	TBC	The building continues to be without access issues.
		Ensure plans for the Woodland Walk enable complete access to the walk for students with disabilities. Consult with students in the planning and implementation stages.	All students, staff and visitors	Consult and plan with Andy Flude and Woodland Walk committee	CR/EE/ planning committee		The woodland walk provides a valuable outdoor learning space for all students.
		Proposed Sports Hall build includes access for students with disabilities and facilities which take into account students with disabilities.	All students, staff and visitors	Consult with planning/ Building team.	CR		Awaiting planning approval from All Saints Governors

		To ensure off –site locations used for teaching meet the physical access requirements for all students .	Staff and students	Liaison City College and Sheaf Training Centre	CR/KT/T BY/ JL	July each year	students.  The access needs and safety of all students are considered in advance of off - site usage. Risk assessments are completed in advance.
<b>Curriculum Access</b>	All	To retain, monitor and effectively predict the size and the use of the specialist equipment budget – promotes equality of access to the curriculum	Students	Liaise in advance with therapy team.	EE / Finance Manager/ Therapy team	Spring - part of budget setting	School can finance requests for specialist equipment for individual students.
		Access to PE /sport facilities – to timetable sports facilities on the site which students can reasonably access – restrictions may include time, security of the space, ability to share the space, coping with noise, behavioural challenges.	Staff and students	Liaison with All Saints LT	EE/CR/ KT Staff from PE Department	Spring Summer Anually	The schools work together to resolve and plan for timetabling of PE facilities for both school populations.

		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.	Students with complex Challenging behaviour / Mental Health needs	Monitor the use of new nurture spaces, plan to remodel further areas of the Building.  Evaluate the use of personalised programmes	LT BST	Begin to plan Spring 2017 for Sept. intake annually	The school can safely and effectively meet the needs of students who cannot be part of a class full time.  The school can provide a rich personalised programme based on motivators, interests and the development of functional skills.
<b>Access to Information</b>	Families	Increase the use of interpreters for communicating with families where English is not a first language.	Families	Create a protocol for the use of interpreter.	MT /KT	Summer 2017	The school staff are clear about when to action an interpreter. The school has a protocol for use of interpreters.
		Establish use of parent	Families	Engage as	Chair of	Twice a	Parent voice in

		forum to seek parents views on a range of school based issues.		many parents as possible through the parent forum.	Governor Parent Govs. LT	year	the school is strong, parent view is welcomed and school is accountable.
	Students	To provide useful and helpful signs/symbols in the environment to help keep students safe and provide visual support.	Students Staff	Consult with SALT, staff, Students to create useful visual support.	KT Staff SALT	Annual revision of requirement	The physical environment is signed to support students in being orientated, safe, knowledgeable and in making positive choices around behaviour and safety.