

# ACCESSIBILITY PLAN

## HAWTHORN HIGH SCHOOL



# **Accessibility Plan**

## **Introduction**

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils. Our previous plans were incorporated into a Disability Equality Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- school council
- parents of students where applicable
- staff
- governors
- external partners

Within the terms of the Act, the term 'disability' is defined thus:

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”.

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

### **Vision**

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path

### **Values**

- show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSHE
- are self-confident, have high self-esteem and the ability to form constructive relationships with others

## **THE PHYSICAL ENVIRONMENT OF THE SCHOOL AND ACCESS**

The physical environment includes steps, kerbs, paving, toilets and washing facilities, building exits and entrances and parking areas.

### **ACCESS**

- Hawthorn High School is situated on a level site but has multiple levels within its teaching blocks. There is one lift located in the Lower School.
- Two designated disabled parking spaces have been provided outside Reception.
- Disabled pupils can access the canteen first or have support from staff to collect their food.

## TOILET AND WASHING FACILITIES

There are toilets with disabled access in the main building and Lower School. The toilets in these areas have had grab rails fitted for disabled pupils.

There are shower facilities in the disabled toilet of the Swimming Pool and hoist facilities

## CURRICULUM ACCESS

### 1. Provide training for all staff on differentiation of the curriculum:

- Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through differentiated work sheets, tasks etc
- All departments to show how differentiation is built into each of the schemes of work  
ALNCo to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils
- Teaching staff to liaise with special needs support assistants so that support is fully utilised

### 2. Differentiate resources

- Each subject area will produce a resource bank of a variety of worksheets, tasks, flash cards and strategies for differentiation appropriate to each curriculum area
- Use of interactive whiteboards to enlarge text to make it easy for all pupils to read
- Where necessary INSET provided to teachers of pupils who require specialist equipment.
- ALNCo to liaise with RCT CBC specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources

### 3. Ensure equal access for disabled pupils to school clubs, school visits and extra-curricular activities

- Risk assessment and planning of trip to include accessibility references
- Analyse extra-curricular activities to ensure inclusion of learning support pupils and pupils with disabilities

### 4. Ensure that all pupils feel supported and included within the school

- Where necessary provide emotional support

## DELIVERY OF INFORMATION IN ALTERNATIVE FORMS

We will continue to provide written materials in alternative formats as requested.