

Accessibility Plan 2018.19

This plan is in three parts:

- 1 – Disability and the Law
- 2 – Self-Audit for Accessibility
- 3 – Accessibility Plan

1. Disability and the Law

The Equality Act 2010 prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education and associations. Only those people who are defined as disabled in accordance with section 6 of the Act, and the associated Schedules and Regulations made under section, will be entitled to the protection that the Act provides.

Main elements of the definition of a disability

The Equality Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she had a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (substantial is more minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- as a result of an injury to the body or brain.

At Helen Allison School

- All pupils meet more than one of the above criteria. All pupils have an Education, Health and Care Plan (EHCP).
- The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of multi-disciplinary assessments. These assessments are used to assist professionals in the setting of appropriate targets.
- We prioritise meeting the physical needs of pupils, alongside providing support for effective learning and communication. This enables pupils to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- We work within the Disability Discrimination Act 2010 terms, and ensure that pupils' targets and needs are reviewed at least every half-term by teaching staff, in conjunction with parents, carers and therapists as part of our multi-disciplinary meetings.

2. Self-Audit for Accessibility Main site – September 2018

	Yes	Some	No
Curriculum			
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.		✓	
Ensure that teachers, therapists and support staff have the necessary training to effectively teach and support the pupils.	✓		
Classrooms are optimally organised to suit the needs of the pupils.	✓		
Lessons provide opportunities for all pupils to achieve.	✓		
Lessons involve work to be done by individuals, pairs, groups and whole classes.	✓		
Lessons are responsive to pupil diversity.	✓		
Pupils are encouraged to take part in music, drama and physical activities.	✓		
Staff recognise and allow for the mental effort expended by pupils, e.g. visual location, time to process.	✓		
Staff recognise and allow for the additional time required by pupils to use equipment during practical work.	✓		
Staff provide alternative ways of providing access to experiences, or understanding for pupils who cannot engage in particular activities, for example some forms of exercise during physical activities.	✓		
The school provides access to computer technology appropriate for pupils with disabilities.		✓	
School visits are made accessible to all pupils irrespective of attainment or impairment.	✓		
There are high expectations of all pupils.	✓		
Staff seek to remove all barriers to learning and participation.	✓		
Physical Surroundings:			
The size and layout of all areas, including academic, sporting, play and social facilities allow access for all pupils.		✓	
Wheelchair users can move around the school without experiencing barriers to access, such as those caused by doorways, steps and stairs, toilet facilities and showers.		✓	
Pathways of travel around the school site and parking arrangements are safe, with logical, well-signed routes.		✓	
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities' including alarms with both visual and auditory components – secondary signage		✓	

Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		✓	
Areas to which pupils have access are well lit e.g. the car park particularly for the winter months		✓	
Steps are made to reduce background noise for hearing-impaired pupils, such as considering a room's acoustics and the use of noisy equipment.		✓	
Furniture and equipment are selected, adjusted and located appropriately.	✓		
Access to the Written Word			
Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils or prospective pupils who may have difficulty with standard forms of printed information.	✓		
Ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, use of projectors and describing diagrams.		✓	
Facilities such as ICT are used to produce written information in different formats.		✓	
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.		✓	

Action needed from above assessment:

Curriculum:

- Conduct an IT audit to look at enhancing current levels of ICT available within the school.

Physical Surroundings:

- Ensure that all areas of the school and outside areas are wheelchair friendly. Work with site team and Business Manager to assess the site and address issues.
- Ensure the emergency evacuation systems have both visual and auditory capabilities.

Access to the Written Word:

- Ensure that all written information intended for pupils and visitors is made accessible in a range of formats

3. Accessibility Plan – Main site

Targets 2018 - 2019	Current Good Practice	Actions to be taken	By whom	Date for completion	Outcome
To ensure that all areas of the school and outdoor areas are wheelchair accessible.	Ramps are available. Disabled parking has been demarcated clearly.	Audit the building accessibility. Work with site team and Business manager as well as the SAG team to ensure that the building is wheelchair accessible in all areas. Plan necessary changes.	JH/NB/ RS	April 2019	All areas in the main school will be accessible.
To ensure that key information is available in a variety of formats – Prospectus, behaviour procedures, safeguarding information and fire safety.	Symbols are used to enable access to information. SALT team ensure pupils information is depicted in symbol form when necessary. Some classes have visual fire safety notices.	Ensure Prospectus, safeguarding and Behaviour procedures are available in a variety of formats. Ensure new prospectus is accessible on the website. Check that all classes have visual fire safety notices.	KM/JNS TC/Class teachers	July 2019 November 2018	All visitors and parents as well as pupils will have access to information in a variety of formats including translated if requested.
To ensure that all signage in and around the school is clear and up to date.	Signs present around the school. Signs present but high in some places.	Check all signs are correct where functions of rooms have changed. Ensure all areas have signs. Ensure signs are at eye level where possible or at an appropriate level.	KM/ SALT team/Site Team	April 2019	Signs will clearly denote spaces. Signs will be at the correct height.
Lighting needs improving in some parts of the building	Some lighting in place.	Assess lighting across the school. Work with Facilities manager as building changes take place. Additional lighting to be placed in the car park.	Facilities Manager NAS/KM/JH	April 2019	Lighting across the site will be improved ensuring better access for all.
To ensure evacuation procedures are clear for wheelchair users.	Most areas of the school are wheelchair accessible.	Review evacuation procedure for wheelchair users. Clarify where the assembly point will be for different parts of the building.	KM/JH/ Site Team	April 2019	Wheelchair access will be clear for fire evacuation.

To review ICT software packages to ensure there is sufficient IT support to enable access for all.	Some access to software which supports accessibility.	Review ICT software packages. Order recommended software. Access support from IT technician. Identify where IT can be better utilised to support access.	KM/SALT IT	April 2019	Software packages in school will support accessibility. It will be used to support access for all – learning and information.
To ensure all areas of the school are accessible.	Ramps are available	Check which entrances need to be made accessible. Ensure all doors in the building are the correct width to accommodate a wheelchair. Ensure playground access - build a slope to the rear play area.	KM/JH/ Site team	July 2019	All areas of the building will be accessible.

Self-Audit for Accessibility the Hub site – September 2018

	Yes	Some	No
Curriculum			
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.		✓	
Ensure that teachers, therapists and support staff have the necessary training to effectively teach and support the pupils.	✓		
Classrooms are optimally organised to suit the needs of the pupils.	✓		
Lessons provide opportunities for all pupils to achieve.	✓		
Lessons involve work to be done by individuals, pairs, groups and whole classes.	✓		
Lessons are responsive to pupil diversity.	✓		
Pupils are encouraged to take part in music, drama and physical activities.	✓		
Staff recognise and allow for the mental effort expended by pupils, e.g. visual location, time to process.	✓		

Staff recognise and allow for the additional time required by pupils to use equipment during practical work.	✓		
Staff provide alternative ways of providing access to experiences, or understanding for pupils who cannot engage in particular activities, for example some forms of exercise during physical activities.	✓		
The school provides access to computer technology appropriate for pupils with disabilities.		✓	
School visits are made accessible to all pupils irrespective of attainment or impairment.	✓		
There are high expectations of all pupils.	✓		
Staff seek to remove all barriers to learning and participation.	✓		
Physical Surroundings:			
The size and layout of all areas, including academic, sporting, play and social facilities allow access for all pupils.	✓		
Wheelchair users can move around the school without experiencing barriers to access, such as those caused by doorways, steps and stairs, toilet facilities and showers.	✓		
Pathways of travel around the school site and parking arrangements are safe, with logical, well-signed routes.	✓		
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities' including alarms with both visual and auditory components.		✓	
Non-visual guides are used to assist people to use the buildings, including lifts with tactile buttons.			✓
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?	✓		
Areas to which pupils have access are well lit.	✓		
Steps are made to reduce background noise for hearing-impaired pupils, such as considering a room's acoustics and the use of noisy equipment.	✓		
Furniture and equipment are selected, adjusted and located appropriately.	✓		
Access to the Written Word			
Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils or prospective pupils who may have difficulty with standard forms of printed information.		✓	
Ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, use of projectors and describing diagrams.	✓		
Facilities such as ICT are used to produce written information in different formats.		✓	
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.		✓	

Accessibility Plan – The Hub site

Targets 2018 - 2019	Current Good Practice	Actions to be taken	By whom	Date for completion	Outcome
To ensure that lighting is good on the site.	The building is newer and so lighting is placed around the site at strategic points.	Check that all lights are in working order and placed strategically to ensure pathways are clearly lit.	Site team/ JH/NB	December 2018	All areas around the site will be well lit.
To ensure that all signage in and around the Hub is clear and up to date.	Signs present around the school. Signs present but high in some places.	Check all signs are correct where functions of rooms have changed. Ensure all areas have signs. Ensure signs are at eye level.	LW/ SALT team/Site Team	April 2019	Signs will clearly denote spaces. Signs will be at the correct height.
To review ICT software packages to ensure there is sufficient IT support to enable access for all.	Some access to software which supports accessibility.	Review ICT software packages. Order recommended software. Access support from IT technician. Identify where IT can be better utilised to support access.	LW/SALT IT	April 2019	Software packages in school will support accessibility. It will be used to support access for all – learning and information.
To ensure that all signage is clear for evacuations.	Signs are in place.	Check that all groups at the Hub have assembly point signs.	LW/Site team	December 2018	Evacuation signs will be clear around the site.
To ensure evacuation procedures are clear for wheelchair users.	Most areas of the school are wheelchair accessible.	Review evacuation procedure for wheelchair users. Clarify where the assembly point will be for different parts of the building.	KM/JH/ Site Team	April 2019	Wheelchair access will be clear for fire evacuation.

Self-Audit for Accessibility Number 27 – Residential – September 2018

	Yes	Some	No
Curriculum			
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.		✓	
Ensure that staff have the necessary training to effectively support the pupils.	✓		
Bedrooms are optimally organised to suit the needs of the pupils.	✓		
Activities provide opportunities for all pupils to achieve.	✓		
Activities are responsive to pupil diversity.	✓		
Pupils are encouraged to take part in a variety of activities including cultural and physical.	✓		
Staff recognise and allow for the mental effort expended by pupils, e.g. visual location, time to process.	✓		
Staff recognise and allow for the additional time required by pupils to use equipment.	✓		
Staff provide alternative ways of providing access to experiences, or understanding for pupils who cannot engage in particular activities, for example some forms of exercise.	✓		
The school provides access to computer technology appropriate for pupils with disabilities.		✓	
Activities are planned and made accessible to all pupils irrespective of attainment or impairment.	✓		
There are high expectations of all pupils.	✓		
Staff seek to remove all barriers to learning (24 hour curriculum) and participation.	✓		
Physical Surroundings:			
The size and layout of all areas allow access for all pupils.			✓
Wheelchair users can move around the building without experiencing barriers to access, such as those caused by doorways, steps and stairs, toilet facilities and showers.			✓

Pathways of travel around the site and parking arrangements are safe, with logical, well-signed routes.		✓	
Emergency and evacuation systems are set up to inform ALL pupils including alarms with both visual and auditory components.		✓	
Non-visual guides are used to assist people to use the buildings, including lifts with tactile buttons.			✓
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		✓	
Areas to which pupils have access are well lit.		✓	
Steps are made to reduce background noise for hearing-impaired pupils, such as considering a room's acoustics and the use of noisy equipment.		✓	
Furniture and equipment are selected, adjusted and located appropriately.	✓		
Access to the Written Word			
Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils or prospective pupils who may have difficulty with standard forms of printed information.		✓	
Ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, use of projectors and describing diagrams.	✓		
Facilities such as ICT are used to produce written information in different formats.		✓	
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.		✓	

Accessibility Plan – Number 27 Residential site

Targets 2018 - 2019	Current Good Practice	Actions to be taken	By whom	Date for completion	Outcome
To ensure that lighting is good on the site.	There are some outside lights.	Check that all lights are in working order and placed strategically to ensure pathways and the garden are clearly lit.	ST/ Site team/ JH/NB	December 2018	All areas around the site will be well lit.
To ensure that all signage in and around the Residence is clear and up to date.	Signs present around the residence.	Check all signs are correct where allocations of rooms have changed. Ensure all areas have signs. Ensure signs are at eye level.	ST/ SALT team/ Site Team	April 2019	Signs will clearly denote spaces. Signs will be at the correct height.

	Signs present but high in some places.				
To review IT software packages to ensure there is sufficient IT support to enable access for all.	Some access to software which supports accessibility.	Review ICT software packages. Order recommended software. Access support from IT technician. Identify where IT can be better utilised to support access.	ST/SALT IT	April 2019	Software packages in school will support accessibility. It will be used to support access for all – learning and information.
To ensure that all signage is clear for evacuations.	Signs are in place.	Check that the Residence has assembly point signs.	ST/Site team	December 2018	Evacuation signs will be clear around the site.
To ensure evacuation procedures are clear for wheelchair users.	Currently there is no provision for wheelchair users to access the building or evacuate.	Review evacuation procedure for wheelchair users. Clarify where the assembly point will be for different parts of the building.	ST/JH/ Site Team	April 2019	Wheelchair access will be clear for fire evacuation.
To ensure lighting in the garden is adequate.	There is lighting but it is not sufficient to light up the garden areas.	Review current lighting outside the property. Purchase lighting for the garden if necessary Ensure this is installed making sure that the lighting in the back garden is not shining into the neighbour's garden.	ST/JH/Site Team	February 2019	Lighting will be sufficient in the garden areas for pupils to access this spaces safely.
To ensure access for wheelchairs to the reception areas of the building.	Ramps need to be in place.	Ensure ramps are accessible at the residence should these be required.	ST/JH/Site Team	February 2019	Wheelchair users will be able to access the reception areas of the building.