# Heathside School Accessibility Plan

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| **Staff Member with Responsibility**: | Miss H Balson |
| **Role:** | Assistant Principal |
| **Reviewed by:** | Governors' Student Welfare Committee |
| **Ratification by Full Governing Body:** | |
| **Date of review:** | November 2014 |
| **Date of next review;** | November 2017 |

**Signed:** *Karen Stansby*   Chair of Governors

## Introduction and Purpose

Heathside School is committed to providing school premises that are suitable for their educational purpose and give access to and provide a broad and balanced curriculum for all students, irrespective of special need or disability.

The plan aims to:

- Ensure the curriculum is differentiated to meet the learning needs of the students with Special Educational Needs and Disabilities, that target setting is effective and appropriate
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of disabled students on roll and perspective students with disabilities
- Improve the delivery of information to disabled students (and their parents)
- Improve the delivery of information to disabled parents

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

The school will actively seek to improve access to services in the ways set out in the Accessibility Plan and will maintain an action plan in order to achieve this. Priorities will be monitored and updated regularly to ensure they are effective in meeting the needs of our

students and are in line with any new developments.

**APPENDIX 1** – Heathside School Accessibility Plan

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| Actions | Success Criteria | Timeline | Links to other plans | Responsible | Comments/Resources |
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| Identify and record students and staff who have particular needs. | Have a record of needs in order to ensure effective provision and planning. | 2014-2015 | | SENCo JHX | |
| Increase the extent to which disabled students can participate in the school curriculum. | | | | | |
| Monitor incidents of disability related bullying and harassment. | Incidents reported are effectively dealt with and logged. | Ongoing | Anti-bullying Policy Equality Policy School Development Plan | Heads of Learning SSCOs | Discussions at weekly panel meetings |
| Ensure students with specific medical needs continue to make good progress. | Students make at least expected progress and some more than expected progress. Interventions used when needed. | Ongoing | SEN improvement plan | SENCo Heads of Learning | |
| Ensure SEND students who are not actively involved in extra-curricular activities contribute on a consistent basis. | The majority of students engage in extra-curricular activities. | Ongoing | | SENCo Heads of Learning PE department | |
| Review progress of students on the additional support programmes for literacy and numeracy, in particular those students entering Year 7 below Level 4. | Identified students make at least expected progress or more than expected progress. | 2014-2015 | School Development Plan | SENCo HAB | HAB – NPQSL project |
| Continue to maximise opportunities for class teacher and teaching assistant liaison and contact time. | Teachers and teaching assistants to engage in consultation sessions on INSET days. Collaborative working between staff. | Ongoing | SEN improvement plan | SENCo All staff Teaching Assistants | Use of INSET time |

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| Training to promote the use of differentiated strategies in planning and delivery learning activities. | Evidence of differentiation in planning and delivery of lessons. | Ongoing | | CPD Co-ordinator SENCo All staff | |
| Provision of learning resources to meet particular needs (e.g. Alphasmarts, footstalls etc.) | Resources meet individual student needs. | Ongoing | SEN improvement plan | SENCo Teaching Assistants All staff | |
| Ensure physical access to learning activities is sufficient to meet particular needs. | Students with physical disabilities are able to access all learning activities and opportunities. | Ongoing. | SEN improvement plan | SENCo Site team/ RHX | |
| Improve the facilities at the school to increase physical access for disabled students, parents and staff to the curriculum and associated services. | | | | | |
| Ensure students and parents have access to relevant support services both in and out of school (e.g. outreach services, Educational Psychologist etc.) | Students and families have swift and easy access to services both in and out of school. SEN information report made available on website. | Ongoing | | SENCo Heads of Learning | |
| Ensure outcomes of internally identified physical needs and accessibility surveys are addressed. | Accessibility surveys completed for individual students and acted on. Liaison with site team and physical and sensory support. | Ongoing | | SENCo Site Team / RHX | |
| Ensure that disabled students (and their parents) are supplied with all the information in an appropriate format to that which is provided in writing for non-disabled students. | | | | | |
| Ensure the school website is up to date with relevant information for parents/carers. | Website to provide easy to access information to parents. Signposting of services. | Ongoing | School Development Plan | SENCo IT staff | |
| Provide written information in alternative formats to meet the needs of particular students, staff and parents. | Relevant information is produced in appropriate formats. | Ongoing | SEN improvement plan | SENCo | |

| Eliminate discrimination and promote equality of opportunity for staff and students, particularly on the grounds of the protected characteristics as defined in the Equality Act 2010. | | | | | |
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| Ensure equal access for all students to participate in the curriculum and extra-curricular activities. | The majority of students (regardless of individual needs) participate in activities. | Ongoing | | SENCo All Staff | |
| Revisit Positive Language Campaign and incorporate strategies to support LGBT students. | Revisit aspects of the Positive Language Campaign in the PSHE curriculum with particular focus on homophobic language.  Promote diversity in Anti-bullying week. | 2014-2015 | School Development Plan Equality Policy/Objectives | HAB SLT (Assemblies) | |
| Address areas of underperformance for different groups of students at Key Stage 3 and 4. | All students in Key Stages 3 and 4 make at least expected progress or more than expected progress. | | School Development Plan | SENCo Heads of Learning All Staff | |
| Ensure equal access for staff to professional development opportunities regardless of any protected characteristics. | Opportunities for development available to all staff. Results from staff survey to show equal access to opportunities. | Ongoing | | Site Team/ RHX JHX CPD co-ordinator | |
| Promote greater community cohesion and improve quality of PSHE/ SMSC provision. | | | | | |
| Work with students, parents and staff to promote Heathside Values in the school community. | Value focused assemblies.  Implement further opportunities for promoting values e.g. Anti-bullying week, Values and Ethics Days. | Ongoing | Equality Policy/Objectives School Development Plan | HAB/NR/NW Assistant Heads of Learning All staff | |
| Carry out audit and review of PSHE curriculum at KS3 & 4, amend, delete and add | PSHE/SMSC audit assessing coverage across curriculum. | 2014-2015 | Equality Policy/Objectives | HAB | |

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| sections to take account of the requirements of new government/National PSHE Association guidance. | Amended PSHE curriculum to reflect most recent requirements.<br><br>Incorporate British Values into curriculum. | | School Development Plan | | |
| Work with extended services in the community to support students and families who are experiencing difficulties (E.g. family support worker etc.) | Students and families receive appropriate support.<br><br>To continue to engage in community projects to provide opportunities for extended community links e.g. Sixth form CAS projects, values cluster groups. | Ongoing | | Heads of Learning<br>AS | |