

Accessibility Plan



Sandwell Home and Hospital Tuition Service

Signed by Chair of Governors:



Date ratified by Governing Body: 11.10.2023

Date of Review: 11.10.2026



**SCHOOL
MENTAL
HEALTH
AWARD**



Attachment & Trauma
Aware School **ACE**Education



Ofsted
Outstanding
2009-2010

Ofsted
Outstanding
School
2012-2013



Disability Equality Policy and Scheme

1. Introduction and aims:

Our service believes in providing every opportunity to enable children and young people to achieve their full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum and provide full access to all aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with or without a disability.

2. Background:

Legal Background

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Both schools and Local Authorities (LAs) are required to plan for:

a) Improving access to the physical environment of schools

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations 2010 and the Education (School Premises) Regulations 2012 and should be physically accessible to disabled pupils.

b) Increasing access for pupils to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LA's may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

c) Availability of written information

This covers planning to make written information normally provided by the school to its pupils available to disabled pupils. Information should take account of pupils' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LA's and schools have a duty to review their strategies and plans, revise them if necessary and to implement them. LA's and schools should prioritise resources for implementing their strategies and plans.

3. Our Duty

It is our duty to make sure that:

- We do not treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils.
- We do not discriminate against anyone as explained in the DDA, 2005
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities

4. Definition of disability:

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a “substantial” and “long-term” negative effect on your ability to do normal daily activities

5. Principles:

- Compliance with the above-mentioned legislation is consistent with the school’s aims, Equal Opportunities Policy and the School’s Special Educational Needs (SEN) Information Report.
- Our admissions and referral policy does not discriminate against a disabled child.
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil’s impairment.
- When recruiting staff, disabled people will not be discriminated against.
- We recognise and value parents’ and carers’ knowledge of their child’s disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum, underpinning the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils’ diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils
 - by ensuring that all staff are aware of the procedures for identifying, monitoring, teaching and supporting pupils with disabilities

6. Purpose and direction of the school’s plan:

Our Accessibility Plan (AP) aims to demonstrate how we meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

7. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- Pupil referral information
- Initial meeting with parent/carer and the pupil in Centre or during the home visit
- SIMS data
- Termly reviews/EHCP's
- Recruitment process
- Staff and Governors questionnaire
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- Data analysis (progress made and value added scores)
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and Assessment For Learning Strategies and is used to inform future plans and schemes.

8. Views of those consulted during the development of the plan:

To ensure the service is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our AP include:

- Pupils
- Parents
- Staff
- Governors
- Partnerships with external agencies

9. The main priorities in the service's plan:

- Increasing the extent to which the school curriculum enables full participation for all groups of pupils
- Continuing to develop the physical environment of the school to increase the extent to which pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- Improve the accessibility of written information to pupils, young people and adults

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the physical environment:

- Structured and supportive break time and lunchtime activities
- Ensuring all adjustments to current buildings are compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need

(b) curriculum:

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly. This will be completed as part of the centre`s half termly data collection cycle.
- Additional support or alternative provision will be provided where possible
- Individual targets and outcomes ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- Review of policies in school is ongoing, including updates to the Anti-bullying policy

(c) communication

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Newsletters to parents
- News pages on the school website (when available)
- Visual support to access website information
- Informal discussions with parents/carers
- Telephone messages and conversations with parents/carers
- Most information is available electronically and can be converted to other appropriate formats
- Governor meetings

11. Monitoring and Impact Assessments

The Management Committee will review the Accessibility Plan annually. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense.

The action plan will be evaluated and updated annually.

