


# Hillside High School



## Accessibility Policy

February 2022

<b>School:</b>	Hillside High School
<b>School Link:</b>	Amanda Ryan / Mike Edwards / Nevina Cross / Lindsey Collins
<b>Date of Governing Body Review:</b>	3 <sup>rd</sup> February 2022
<b>Next Review Due:</b>	February 2025
<b>Signed:</b>	
<b>Chair:</b>	Mike Cunliffe
<b>Principal:</b>	Amanda Ryan

## Introduction

For the purpose of this policy, the term 'parent' includes adults who are in a parenting role, for example, step-parents, foster-parents, adoptive parents, guardians and carers. Also, the terms 'child/pupil' and 'children/pupils' are interchangeable.

### What is a School Accessibility Plan?

Every school must have a School Accessibility Plan. This shows how the school has improved accessibility for pupils and future improvements identified and by when these improvements will be made. Types of access include:

- The physical environment, layout of the school and how a pupil can access it.
- Information that is accessible by and for pupils.
- Improvements to ensure all pupils can access the curriculum.

The School does not have to make drastic modifications and can make 'reasonable adjustments'.

Every pupil is different and Hillside High School recognises this and staff are happy to discuss individual arrangements for pupils with specific needs.

## Vision and Ethos

Hillside High School is an inclusive, purposeful and high achieving educational community for pupils aged 11 to 16. The care, guidance and support for pupils are exceptional. Our expectations are summarised in our mission statement of "Excellence in the Heart of the Community".

Our pupils are confident, motivated and creative, have a positive attitude and enjoy their learning. They are able to live safe, healthy and fulfilling lives and contribute to the good of society.

Ensuring the pupils have full access to the school by all methods is key to delivering our vision.

## Aims

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad, balanced and differentiated curriculum for all pupils, irrespective of special need and/or disability.

The school will actively seek to improve access to services in the ways set out below in the action plan and will maintain this plan and set out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

- Improve the availability of accessible information to disabled pupils.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Improving the way information is delivered to pupils**

### **Stationery resources**

Minor adjustments can be made by the school such as the use of different coloured paper and larger font. Everyday resources such as pencil grips are provided to those pupils who benefit from them. Specialist pens and pencils for left handed and grip problems are available in school.

### **Scribes**

A scribe is a person who, on request writes down or types a pupil's dictated answer to questions under examination conditions. Allowances need to be made to ensure that the exam conditions are still met. This may mean the pupil sits the exam in a separate room to others. The scribe will not explain or provide additional information; they are not assisting with the exam questions simply writing on behalf of the pupil. For diagrams the pupil should, if able, draw their own and the scribe should label as dictated.

### **Readers**

A Reader is a person who on request reads to the candidate the entire or any part of the exam paper and any part of the candidate's answer. They must only read what the pupil asks them to and when asked. They must not explain or clarify.

For candidates who are visually impaired, the reader may help the candidate using tactile maps, diagrams, graphs and tables to obtain information the printed copies would give to a sighted candidate.

### **Additional time**

This has to be applied for by the school and usually allows 25% additional time for the work to be undertaken in, but varies depending on the pupil's needs.

Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- In large print.
- In simple English, selecting alternative wording.
- In the native language of pupils.
- On audio format.
- Using a symbol system or pictures to enhance.
- Language Modification of exam papers.

At Hillside High School all of these are available.

### **Improvements for future**

Inclusion in the future includes the ability to provide:

- Information in Braille.

Facilities are in place to rapidly deliver these if required through the Visual Impairment Service, which supports Hillside High School with its current visually impaired pupils.

Pupils who have a high-level risk of dyslexia are able to access electronic equipment, which will enable them to access learning.

### **PE**

During PE sessions, options have been shared with the PE staff for methods of making PE accessible.

## **English as an Additional Language**

Hillside High School has a significant and rapidly increasing number of pupils presenting where the first language is not English (approximately 16% of the school population with over 25 languages spoken). This presents the pupils with a greater challenge to access and understand their lessons and establish peer group relationships with those whose native language is English.

**Improvements for the future could include:**

- To improve assessment and tracking of progress of EAL pupils.
- To improve staff knowledge of EAL, particularly key groups such as Roma.
- To improve the quality of the curriculum for EAL pupils.

## **Educational Visits**

Educational visits are an important part of school life. As an inclusive school, it is essential to ensure that all pupils can participate. We encourage pupils to develop their Cultural Capital and positively promote visits to local areas of interest.

Residential trips are also an integral part of school life. Where a pupil with additional needs is attending a residential visit, a discussion will take place with the pupil and their parents/carers, identifying and resolving any issues anticipated.

The School's charging and remissions policy details how the costs for amended trips would be dealt with.

## Aims and objectives

<b>Aim:</b>	<b>Current good Practice:</b> <i>Include established practice and practice under development</i>	<b>Objectives:</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken:</b>	<b>Person responsible:</b>	<b>Date to complete actions by:</b>
Curriculum access	<p>Curriculum is subject to ongoing review to ensure it meets the needs of all pupils.</p> <p>Target setting is aspirational and appropriate for these pupils. Differentiated curriculum for all pupils.</p> <p>Use of resources tailored to the needs of pupils who require support to access the curriculum. (coloured overlays, laptops, early exit pass).</p> <p>Progress is tracked for all pupils, including those with a disability.</p>	<p>To ensure the curriculum is differentiated to meet the learning needs of pupils with SEN and disabilities and that target setting is aspirational and appropriate for these pupils. Hillside High School will ensure all teachers are appropriately supported by the school's SEN team in order to meet the curriculum needs of pupils effectively.</p>	<ul style="list-style-type: none"> <li>Update SEND information to be shared with staff every term.</li> <li>Ensure guidance and support strategies are disseminated to staff as necessary.</li> <li>Team Around Child (TAC) meetings to share good practice and strategies to support pupils.</li> <li>Additional Intervention Meetings to track the progress of pupils with SEND and intervention strategies to be implemented accordingly.</li> <li>Continual Professional Development for staff to support quality first teaching for all pupils with additional needs.</li> </ul>	<p>SENCO / Subject Leaders SENCO</p> <p>SENCO / Pastoral Team</p> <p>SENCO / Pastoral Team</p>	<p>End of each term.</p> <p>Start of each term.</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p>
Physical Environment	<p>Over a number of years our building has been improved to meet the needs of the pupils.</p> <p>Reasonable adjustments include:</p> <ul style="list-style-type: none"> <li>Ramp at entrances to building.</li> <li>Lift to access all floors.</li> <li>Hygiene Room.</li> <li>Disabled parking bays.</li> <li>Disabled toilets and changing facilities.</li> <li>Evacuation chairs and appropriate training.</li> </ul>	<p>There are no access issues although classroom audits are completed for each individual pupil using a wheelchair.</p> <ul style="list-style-type: none"> <li>Ensure any new building work is accessible for pupils and parents with additional needs and disabilities.</li> <li>Ensuring that school trips offered have accessible options for pupils with SEN and disabilities.</li> </ul>	<p>Continue to monitor the site to ensure we are fully accessible and make ongoing improvements.</p>	<p>SENCO/ classroom teachers</p>	<p>Ongoing</p>
Communication	<p>Fire safety signage is clear and all pupils are aware of the procedures in place during a fire alarm.</p>	<p>To ensure that school information is disseminated in such a way that all pupils and parents/carers are able to access it.</p> <p>Availability of written alternative languages</p>	<p>Written information to be provided in alternative formats if requested.</p> <ul style="list-style-type: none"> <li>Regular review meetings for pupils with additional needs and disabilities.</li> <li>Request, as necessary, specialist advice for converting information into alternative formats.</li> </ul> <p>The school will use information and translations available for EAL families.</p>	<p>Mandy Wharton</p> <p>SENCO</p> <p>Specialist support teams (VI/HI/PD team at LA.</p> <p>School information will be available for all.</p>	<p>Ongoing</p> <p>Termly</p> <p>Ongoing when required.</p> <p>Ongoing as needed</p>

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**Appendix 1 – Existing Site Provision**

<b>Feature:</b>	<b>Description:</b>	<b>Actions to be taken:</b>	<b>Person responsible:</b>	<b>Date to complete action by:</b>
Number of floors.	Stairs are kept clean, tidy and free from obstruction at all times.	Maintain and ensure access.	Site maintenance team.	Ongoing
Corridor access	Corridors are wide enough to allow easy flow of pupil movement both ways.	Ensure pupil equipment does not block corridor.	Class teachers / Site maintenance team.	Ongoing
Lifts	Service level agreement in place for maintenance.	Review service annually.	Site maintenance team.	Ongoing
Parking bays	Disabled parking bays marked.	As part of ongoing work to front of school.	Site maintenance team.	Ongoing
Entrances	Automatic front doors, enclosed lobby at the front of school.  Accessible entrance is currently via the temporary entrance on Stuart Road.	As part of ongoing work to front of school.	Site maintenance team.	Ongoing
Toilets	Toilets have disabled access and alarms.	Ensure service every 6 months.  Hoist to be considered for disabled toilet in PE area.	Site maintenance team.  SENCO/Business Manager.	Ongoing
Reception Area	Accessible to wheelchair users.	None required.	Site maintenance team.	Ongoing
Emergency escape routes	Fire evacuation plan in place.	Ensure regular testing of system, maintenance and continuity evacuation practices (at least 1 per Term).	Principal. Site Supervisors	Ongoing