

Accessibility Plan

Hull Trinity House Academy Accessibility Plan 2015-2018

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3-year period covered by the plan: 2015-2018

Plan agreed: Autumn Term 2015

Plan Review: Summer Term 2018

Lead member of staff: Mrs Zoe Kirk, SENCo

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

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

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Hull Trinity House Academy is a Secondary Academy for boys aged 11 to 16 years. The school occupies a seven storey tower block in the city centre of Hull, which whilst being a modern and accessible building presents its own unique issues.

The School's Aims

Our mission statement '*Striving together to achieve excellence in everything we do*' also illustrates the academy's clear determination to work with the students, parents, carers, and anyone else that can help to provide every student who is educated at our academy with the best possible education.

We offer a modern education which is underpinned by our core values:

☑ **Honesty and Trust**

☑ **Courtesy and Consideration**

☑ **Responsibility and Accountability**

☑ **Consistency and Commitment**

☑ **Mutual Respect and Fairness**

We are working within a national framework for educational inclusion provided by:

- ☑ Inclusive School (DfES 0774/2001)
- ☑ SEN & Disability Act **2001**
- ☑ The **SEN Revised Code of Practice 2002**
- ☑ The Disability Discrimination Act (**amended for school 2001**)
- ☑ Code of Practice for Schools (Disability Rights Commission)
- ☑ ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- ☑ **SENCo**
- ☑ **Vice Principal**
- ☑ **Head of Student Services**
- ☑ **SEN Governor**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Create effective learning environments for all.</p>	<ul style="list-style-type: none"> Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. Ongoing programme of staff development in disability awareness to reflect increase in number and range of needs of students within the school and anticipatory duties. Focus in 15/16 on Visual Impairment. 	Ongoing	<p>IPASS consultation regarding needs of VI students</p> <p>Reasonable adjustments checklist (to be created in light of IPASS recommendations).</p>	All Staff	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p>
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> Review accessibility of ICT (including notepads & whiteboards) using specialist expertise from within the academy. Involve pupils in review of hard & software. Investigate new software to purchase for Visually Impaired Students. Liaise with IPASS for advice. 	Autumn Term 2015	<p>Time from ICT staff</p> <p>IPASS involvement</p> <p>Time to create and consult with a small focus group of disabled (and non disabled) students.</p>	ICT Staff & SENCo	Leadership Team

<p>Access to Curriculum</p> <p>Ensure PE Curriculum appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of PE Curriculum using specialist expertise from within the academy. ▪ Involve students and parents in modifying the curriculum to ensure inclusion of students with disabilities. ▪ PE Staff to visit outstanding Schools/Academies to observe good practice and/or attend training courses. ▪ Liaison with IPASS. 	<p>Spring Term 2016</p>	<p>Time from Head of PE</p> <p>Time to meet with Focus group students and also Parents (can be partly achieved through review meetings already taking place).</p> <p>Time for Staff to Liaise with other school/IPASS</p>	<p>PE Staff and SENCo</p>	<p>Leadership Team</p>
<p>Access to wider curriculum</p> <p>Increase participation in after school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure the range of school activities includes something which is accessible to all students. ▪ Investigate TA flexibility to cover extra curricular activities if needed. ▪ Staff to receive training on risk assessments and planning for inclusion in extra curricular activities. 	<p>Summer term 2016</p>	<p>Governors to identify contingency budget for TA cover for extra curricular activities if needed.</p> <p>Training needed on risk assessments for trips and extra curricular activities.</p>	<p>Governors</p> <p>NGO</p>	<p>Leadership Team</p> <p>Governors</p>

<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Assess impact of Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework and Student's with medical conditions policies in relation to pupils with disabilities. ▪ Involve Focus group in all reviews. ▪ Ngo to ensure governors are instructed to consider Disability Access as each policy is reviewed and updated. ▪ Introduce new policies 	<p>Autumn Term 2015-2018</p>	<p>Time for SENCo to consult with focus group in advance of governors meetings where policies will be reviewed. Comments/suggestions to be passed to NGo/PWa</p>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p>Premises</p> <p>Assess the site in terms of accessibility for Visually Impaired students</p>	<ul style="list-style-type: none"> ▪ Investigate possible strategies and measures to enable students with disabilities (focus on VI 2015-16) to access curriculum. ▪ Review signage of evacuation procedures, internet safety, fire drill etc ▪ Review signage of room functions. ▪ IPASS to be consulted. 	<p>December 2015</p>	<p>Time to liaise with IPASS Ngo to liaise with BSF regarding site issues Cost of signage to be replaced or other measures needed</p>	<p>SENCo, Ngo Site Manager</p>	<p>Leadership Team and Governors</p>

<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme ▪ Regular items for newsletter highlighting achievements of pupils with disabilities 	<p>Spring Term 17</p>	<p>Cost of any new resources</p>	<p>SENCo, PWA</p>	<p>Leadership Team and Governors</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. 	<p>Summer Term 17</p>		<p>Admin. Manager</p>	