

Accessibility Plan

3-year period covered by the plan: 2018-2021

Plan agreed: October 2018

Plan Review: Summer Term 2021

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 2014**
- 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. 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 18/19 on Sensory and Physical difficulties, to include Sensory processing disorder. 	Ongoing	<p>IPASS consultation regarding needs of students with sensory or physical difficulties.</p> <p>Strategies booklet to be distributed to all staff, and copies kept in each office and staff room.</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>Create a sensory /physiotherapy space to ensure those with disabilities and sensory impairments /difficulties have</p>	<ul style="list-style-type: none"> Remove music equipment from the back room in the SEN area. Provide a safe and appropriate place for physiotherapy programmes to be carried out by purchasing equipment (eg mats) to be used for physiotherapy. Purchase items to be used for sensory room, including tactile objects, CD player and lamps. 	Autumn Term 2018	<p>Time from Premises staff to remove music equipment, remove extra doors and install a blind.</p> <p>Purchase of physiotherapy equipment</p>	SLT, Premises SENCo	Leadership Team

<p>a safe accessible place.</p>			<p>Purchase of lamps, sensory items and a CD player</p>		
<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 in modifying the curriculum to ensure inclusion of students with disabilities. ▪ TA to take small group for differentiated activities where appropriate. ▪ Liaison with IPASS. 	<p>Spring Term 2019</p>	<p>Time from Head of PE</p> <p>Time to meet with Focus group students.</p> <p>Time for Staff to Liaise IPASS</p>	<p>PE Staff and SENCo</p>	<p>Leadership Team</p>
	<ul style="list-style-type: none"> ▪ Assess impact of Behaviour Policy, School Rules, Anti-Bullying Policy, 		<p>Time for SENCo to consult with focus group</p>		<p>Governors</p>

<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<p>Educational Visits, Homework and Student's with medical conditions policies in relation to pupils with disabilities.</p> <ul style="list-style-type: none"> ▪ Ngo to ensure governors are instructed to consider Disability Access as each policy is reviewed and updated. ▪ Introduce new policies 	<p>Autumn Term 2019</p>	<p>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>Premises</p> <p>Review the site in terms of students with Sensory issues</p>	<ul style="list-style-type: none"> • Gather feedback from students affected on issues around the site. • Conduct a survey to assess the issues. • Discuss with Ngo what can be done to minimise them. • Provide sensory room for students with such issues to use on a regular basis to improve their processing. 	<p>Spring term 2019</p>	<p>Time to gather feedback and review the site in light of this.</p> <p>Creation of sensory room.</p>	<p>Leadership Team and SENCo</p>	<p>GMI/NGo</p>
<p>Premises</p> <p>Create Personal Evacuation plans for all students</p>	<ul style="list-style-type: none"> ▪ Investigate possible strategies and measures to enable students with disabilities to evacuate the site safely. ▪ Review evacuation procedures ▪ IPASS to be consulted. ▪ Physiotherapist to attend planning meeting with regards to HA and BS 	<p>December 2018</p>	<p>Time to liaise with IPASS</p> <p>Alternatives to evac chairs to be investigated, existing chairs to be checked. Staff trained in evacuation procedures for these students.</p>	<p>SENCo, Ngo Site Manager</p>	<p>Leadership Team and Governors</p>

with mobility issues					
Attitudes To promote positive attitudes to disability	<ul style="list-style-type: none"> Review Tutor time Curriculum Review Assembly Programme Regular items for newsletter highlighting achievements of pupils with disabilities 	Spring Term 19	Cost of any new resources	SENCo, PwA	Leadership Team and Governors
Newsletters and Information Availability of documents in alternative formats.	<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. 	Summer Term 20		Admin. Manager	