



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

ACCESSIBILITY PLAN 2019

Author:
Name of Committee approved:
Date ratified at Full Governors:
Date to be reviewed:

Andrew Evans/Jane Doyle
Full
13th November 2019
July 2022

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At Hilbre High School, we believe that all students should be able to maximise their potential. The school will act in a way that seeks to remove and reduce the barriers to learning that students with special educational needs may experience. The school recognises that this is the role of every member of staff. Hilbre High School will also look to deploy specialist resources in the most efficient manner possible, in order to support students who have additional needs and with a focus on the outcomes that students achieve.

At Hilbre High School we emphasise social, emotional and academic inclusion. We have a commitment to celebrating diversity within our school community and creating an environment where everyone can flourish, progress and reach their true potential. Every student who enrolls at Hilbre is welcome.

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.

Local Authority Procedures

The Local Authority (LA) has a Local Offer document which addresses all aspects of inclusion and provides a link to further resources, procedures and support. This Offer can be accessed at: www.localofferwirral.org

A key role within the LA is that of the Manager of Medical and Physical Needs Support Service. The office and the staff working within the department, work to ensure that all students with medical and physical disabilities can access education. They do this by providing advice (both to schools and parents/carers), support and physical resources and can be contacted at 0151 666 4377.

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, students, parents/carers, 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> We use resources tailored to the needs of students who require support to access the curriculum. Some student examples include: LO uses specially adapted chairs - particularly in science. GS has enlarged print. Students use writing slopes in Art. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students. 	To ensure that all students can access the curriculum and all aspects of school life, in full	<ul style="list-style-type: none"> Ongoing review of inclusive practice and issues Dialogue with parents/carers to ascertain and address any issues that may prevent access and inclusion 	Headteacher, SENCO and School Business Manager	Ongoing	<ul style="list-style-type: none"> Students with additional needs and/or access requirements are seen to access both a broad curriculum and the full range of school activities. Progress data and examination results reflect student access.

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Improve and maintain access to the physical environment	The environment is adapted to the needs of students, as required. This includes: <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	To ensure that the school is fully accessible to all students and adults, regardless of disability	Periodic accessibility audits are undertaken	Headteacher, SENCO and School Business Manager	Ongoing. Audits scheduled every 3 years (timescale subject to review).	<ul style="list-style-type: none"> • Audits confirm full accessibility • Any issues identified are resolved within a defined (limited) time period
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This may include: <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loop 	To ensure accessibility for all students to all aspects of school life	To ensure that individual planning for students with additional needs is carried out thoroughly and that their needs are reflected in their Provision Map	Headteacher, SENCO and School Business Manager		

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently as required as a result of any changes or student need.

It will be approved by the Full Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy;
- Health and Safety policy;
- Equality information and objectives (public sector equality duty) statement for publication;
- Special Educational Needs (SEN) Information Report;
- Supporting Students with Medical Conditions policy;
- Disability policy (Exams);
- Emergency Evacuation and Lockdown Procedure.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	N/A		
Corridor access	Fully accessible	N/A		
Lifts	Fully accessible	N/A		
Parking bays	2 disability bays at the front of the school	N/A		
Entrances	Ramp access	<ul style="list-style-type: none"> Issue with main entrance intercom - height needs adjusting for wheelchair users Issue with photographic visitor 'log-in' system. Adjustment required for wheelchair users to be investigated 	School Business Manager	2019-20 Academic year
Ramps	Where required to allow full access to all school buildings			
Toilets	Disabled toilet			

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Reception area	See 'Entrances' above			
Internal signage		Internal signage to be reviewed	School Business Manager	Academic Year 2019-20
Emergency escape routes	Fully accessible			