

Accessibility Plan

THE HUB SCHOOL



Transforming Lives

Policy Owner:	CSCM/Head of School	
Approved by:	Martin Green-CSCM	Date: 10/05/2018
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1. 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

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, pupils, parents, staff and governors of the school.

At The Hub, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life. We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective.

We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning. All our pupils will be treated fairly and with respect. We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.

We aim to:

- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school activities, rewards, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Hub School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Governors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

1.1 Context

The Hub school is a school for pupils who have social, emotional and mental health difficulties. The school is a co-educational school for pupils aged 5-16 years. There are various routes into the school, with a variety of cohorts of pupils.

We have Long Stay Provision for pupils who have an EHCP (or are undergoing assessment); we have Short Stay provision for pupils who are on roll at a mainstream school but attend an interim, intervention programme with us; we have responsibility for provision for children and young people who are permanently excluded and we have responsibility for Commissioned Placements across the Local Authority.

We can accommodate 22 in Short Stay Interim, 16 in KS3 Long Stay, 15 in KS4 Long Stay; 12 in Interim Permanently Excluded and up to 70 pupils in Commissioned Placements.

2. 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.

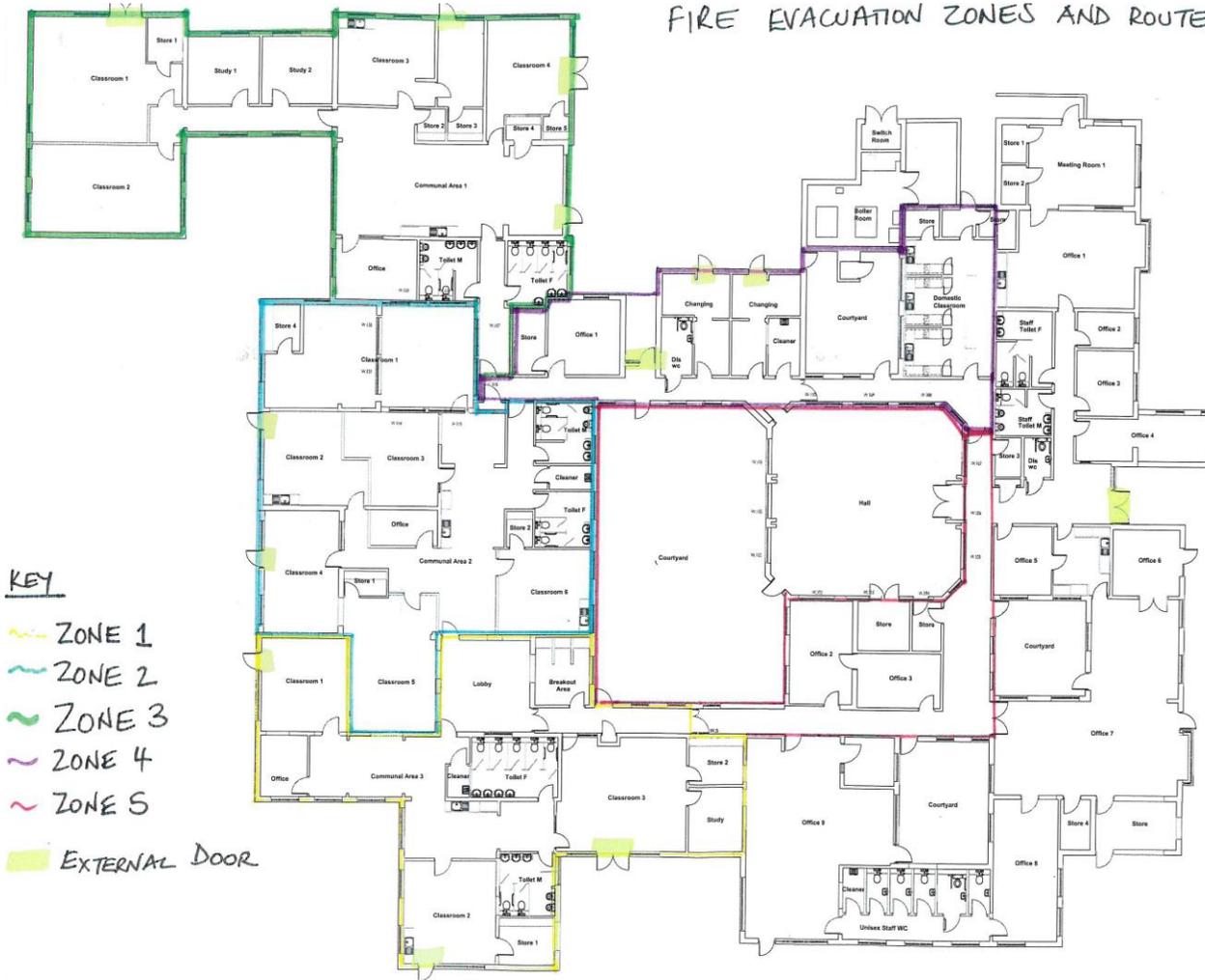
Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments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

A plan of the school building showing areas of accessibility is shown below

Evacuation Zones Diagram

FIRE EVACUATION ZONES AND ROUTES

Assembly Point



KEY

— ZONE 1

— ZONE 2

— ZONE 3

— ZONE 4

— ZONE 5

■ EXTERNAL DOOR

3. 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>	Area for Development	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 pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>		Robust data tracking in place	<p>Analysis currently of new collection systems</p> <p>Review of current offer.</p>	<p>RP</p> <p>RP/SLT</p>	<p>July 2018</p> <p>Sept 18</p>	

	Assessment of pupils for Access Arrangement prior to main examinations seasons	This year bought in personnel to assess	Long term to do ourselves in house	Implications of new course. SENCO to undertake PAPAA qualification to allow for internal assessment of access arrangements. Cost of PAPAA Qualification, £2000 = additional assessment Resources	SENCO	Jan 19	Capacity to Access Assessments in house
Maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 						
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • <i>Braille</i> • <i>Pictorial or symbolic</i> 	Clear Signage	All visitors would be aware who and where to ask for help if needed	Signage ordered	LP	July 2018	Clear and welcoming

	<p><i>representations</i></p> <ul style="list-style-type: none">• <i>Resources printed on pastel colour paper</i>	<p>Introduce more efficient screening regime specific learning disabilities</p>		<p>Sent to SENCO</p>	<p>SON</p>	<p>Sept 2018</p>	
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by The governing board/The Headteacher

5. Links with other policies

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

- Risk assessment policy
- Equality information and objectives
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors are wheel chair friendly	none		
Parking bays	All clear and accessible	none		
Entrances	Open and clear	none		
Toilets	All accessible and easy access	None		
Reception area	Dark and unwelcoming	To be updated and with better signage	RD	September 19
Internal signage	Not enough available	Signage ordered and awaiting delivery	LP	July 18
Emergency escape routes	All clear and well-marked	none		