



Hylands

Accessibility Plan

Hylands School

Working with the Kemnal Academies Trust

HYLANDS SCHOOL ACCESSIBILITY PLAN 2017-18

Hylands School recognises all students as equal individuals and is committed to developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential.

All staff at Hylands School value the presence, participation and achievement of all its students and will work with them, their parents / carers and with other professionals to ensure they are successful and happy during their time with us. Hylands School aims to offer the highest quality of teaching and learning and support all students in the pursuit of academic and personal excellence. We have high expectations of all of our students and we strive to ensure that each and every student can take part in the whole school curriculum. We value the diversity of our school community and contribution that students with special educational needs (SEN) and/or disabilities can bring to school life. We recognise the diversity of the city and country in which we all live and seek to celebrate difference both in the content and delivery of the curriculum.

This forms an essential part of our work to promote an inclusive environment at Hylands School.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Hylands School has an Admissions Policy and an SEN Policy which include provisions that are designed to remove barriers to entry to the school for pupils with special needs and/or disabilities. Pupils with disabilities and their parents are regularly consulted to ensure the learning environment is user-friendly and appropriate to fully support the students in their learning experience. Each student's individual needs are specifically addressed, for example, arranging that staff escort physically disabled students to/from lessons using carefully considered routes or leaving lessons early as well as allowing the use of lifts.

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. Fostering ambition, inspiring success embodies our work at Hylands School. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Hylands School.

Definition (Equality Act 2010)

"A person has a disability 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 carry out normal day to day activities"

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We are committed to providing an environment that wherever possible enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Hylands School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability - this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- The implementation of the new SEN code of practice
- Hylands' data system is available for all staff
- Advanced planning for students based on good information from primary partners.

- Liaison with external services and agencies regarding individual pupils (physical, sensory, behavioural)
- Development of Pupil Passports and One plan profiles
- Providing intervention and in-class support
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)
- Developing outstanding learning and teaching across the school.
- Progress checks and academic mentoring enables all students to discuss their learning and take responsibility for progress.
- Ensuring that school visits and trips are accessible for all students wherever possible
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; ‘mind- friendly’ learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.

Audit

We know that we have a number of parents and other users of our site with a range of disabilities. We recognise that there will be some families where there is a disability about which we have no knowledge. We have good links with our feeder primary schools and we are made aware of the number of children with disabilities who live in our area.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum.

Hylands school recognises and implements Hylands ISI regulatory Standards 98 on Special educational needs and disability.

ISI Regulatory Standard

| | Description |
|--------|--|
| 98 (a) | Increasing the extent to which disabled students (including those with learning difficulties) can participate in the school’s curriculum. |
| 98 (b) | Improving the provision to disabled students of information, which is already in writing for students who are not disabled. |
| 98 (c) | Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. |