



Kindness Empathy Respect Responsibility Honesty Resilience

HHELC Disability Access Plan April 2019

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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.

We aim to provide a first class educational provision across the city, with the aim of enabling all our children, students and young people to take advantage of a full range of opportunities; able to develop, progress and achieve their potential and ambitions.

We ensure that all children, students and young people access the best in educational opportunities, maintain their continuity of education and keep close links with their home schools. Our children, students and young people should feel safe and supported, and achieve to their full potential.

We will ensure that we:-

- Eliminate unlawful harassment and discrimination
- Promote equal opportunities
- Promote positive attitudes towards disabled people
- Encourage participation by disabled children, students and young people in all aspects of schools life
- Take steps to meet disabled children's needs even if this requires more favourable treatment

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.

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.

At HHELC every effort will be made to ensure that reasonable adjustments are made to accommodate disabled children, students, young people and staff. Staff or children, students and young people will be considered individually to determine what reasonable adjustments are necessary to enable them to have access as far as is reasonably practicable to HHELC school premises/sites, facilities, curriculum and associated services.

Educational Opportunities

If a child, student or young person is physically unable to access classroom teaching then alternative provision will be put into place.

In all teaching and learning activities a full range of teaching and learning styles as well as consideration to the level of each child, student and young person will ensure that no student is ever excluded from learning.

All children, students and young people will have access to school activities and school life equally.

Access arrangements will allow equal access to examinations so that children, students and young people can fulfil their potential.

3. Action plan

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

All of HHELC.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The majority of children, students and young people at HHELC will be included on the school's SEND register and as such they will receive:</p> <p>A personalised curriculum specifically designed for them and their individual needs (in liaison with home school where appropriate)</p> <p>Resources are specifically tailored to meet the needs of pupils to enable them to access the curriculum e.g. font sizes, coloured paper, specialist equipment etc.</p> <p>Curriculum progress is tracked whilst at HHELC and this is reported to home schools on return (if appropriate)</p> <p>Alternative qualifications are offered to children, students and young people who are unable to access GCSE's and A Levels</p>	<p><u>Short term</u></p> <p>Develop forms to enable consistent gathering of information from home schools/other sources to ensure additional needs are identified immediately</p> <p><u>Medium Term Objectives</u></p> <p>Review the curriculum to ensure that people with disabilities are represented with resources</p>	<p>SENCO to provide model of what SEND info should be gathered from home school and recorded</p> <p>A review of forms currently being used across all 3 sites</p> <p>There will be a full review of the curriculum this term and incorporated into that consideration will be given as to ensure that people with disabilities are</p>	<p>SENDCo</p> <p>Leadership team</p> <p>Leadership team</p>		<p><i>All forms modified and checked so that information gathering is consistent across sites</i></p> <p><i>All children, students and young people are able to access the curriculum effectively.</i></p> <p><i>People with disabilities are</i></p>

	<p>Considered is given to the number of subjects studied in order to meet the needs of individual pupils</p> <p>Targets/objectives and learning outcomes are set and monitored effectively (in liaison with home school) and are appropriate for pupils with additional needs.</p> <p>Small steps of progress for pupils with additional need are recorded in order to ensure they are making progress</p> <p>The individual curriculum child, student or young person's curriculum is reviewed to ensure it is continuing to meet their needs</p>	<p><u>Long Term Objectives</u></p> <p>To review all policies to ensure that they reflect inclusive practice as part of a rolling programme</p>	<p>represented with resources</p>	<p>Leadership Team</p>		<p><i>represented in resources</i></p> <p><i>For Pupils with SEND their needs are identified as early as possible so that strategies of support are put into place immediately</i></p> <p><i>All forms modified and checked so that information gathering is consistent across sites</i></p> <p>All policies clearly reflect inclusive practice and procedures</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Building is clearly signposted from the road/inside the building</p> <p>Signage for fire evacuation procedures is in line with regulations</p> <p>Signs are clearly displayed where necessary, however important information is explained verbally</p> <p>Parents or students with additional needs are given information as appropriate for their need</p> <p>Letters and information are presented in written format but can be modified and/or</p>	<p><u>Short Term Objectives</u></p> <p>Create an audio version of SEN policy report for the website</p> <p>A review of forms currently being used across all 3 sites</p> <p><u>Medium Term Objective's</u></p>		<p>SENDCo</p> <p>Leadership team</p>		<p>Information available in an audio format on website to increase accessibility</p>

	<p>verbally explained</p> <p>We will use different font sizes and coloured backgrounds</p> <p>We use signs and symbols and other methods of communication (where appropriate)</p>	<p>Look at information leaflets produced to provide information to parents and students to look the information given and how accessible</p> <p>CHS to review signage</p> <p><u>Long Term Objectives</u></p> <p>Review website to review how accessible information is presented in terms of what is offered to children, students and young people with additional needs</p>		<p>Leadership team</p> <p>Leadership team</p> <p>Leadership team</p> <p>Leadership Team</p>		<p>Information is presented on the website which clearly explains what HHELC do/provide for children, students and young people with SEND</p>
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Sherwood Education Base

<p>Improve and maintain access to the physical environment</p>	<p>Site is well signposted from the road, and from the school gates</p> <p>No steps to approach or access the building, the path down to the building is suitable for a wheelchair</p> <p>Entrance to the building is via automatic</p>	<p><u>Short Term</u></p> <p>Gate and intercom work</p> <p>Sign at the gate for those with mobility difficulties to press</p>		<p>Leadership</p> <p>Admin</p>		
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	<p>disabled access door</p> <p>Lift to upper floor</p> <p>Fire exits are flat (no steps)</p> <p>Evacuation procedures for upstairs and regular training takes place</p> <p>All door are fire doors</p> <p>2 disabled toilets on site, 1 upstairs and 1 downstairs</p> <p>Large padded mat available should someone need to lie down</p> <p>Alternative meeting places can be arranged for those unable to access the site at all (where possible & appropriate)</p> <p>Storage room on site for mobility scooters</p> <p>Corridors are all wide enough to accommodate most equipment including wheelchair/mobility scooters</p> <p>Furniture can be re arranged according to need, education is the priority</p> <p>Parts of the outside space are wheelchair accessible</p> <p>If offsite visits the needs of disabled children, students and young people as well as adults are always considered</p>	<p>intercom to request help</p> <p><u>Medium Term</u></p> <p>Are fire doors wheelchair friendly? Look at fire doors again to ensure accessibility for all children, students and young people</p> <p><u>Long Term</u></p> <p>Annual review to include reviewing physical access to the building</p>				
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The Lookout at Hopewood

<p>Improve and maintain access to the physical</p>	<p>Access to wards and teaching areas is in line with the hospital accessibility plan and more information about accessibility can be found</p>	<p><u>Short term</u></p> <p>Find out about the fire training and</p>	<p>Identify someone to</p>			
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<p>environment</p>	<p>at: https://www.nottinghamshirehealthcare.nhs.uk/hopewood</p> <p>Site is signposted from the road and rear car park</p> <p>No steps to approach or access the building, so is suitable for a wheelchair</p> <p>Entrance to the building is via intercom or key fob (staff). Help is available to enter as doors are heavy by pressing intercom. Visitors must be let in anyway</p> <p>Lift to upper floor, although not used by school</p> <p>Fire exits are flat (no steps)</p> <p>Evacuation procedures are in place as part of the hospital fire procedures, and a tannoy announcement gives instructions</p> <p>All doors are fire doors</p> <p>disabled toilets on site</p> <p>Children, students and young people and visitors not left unsupervised so staff always on hand to support</p> <p>Disabled parking outside</p> <p>Corridors are all wide enough to accommodate most equipment including wheelchair/mobility scooters</p> <p>Furniture can be re arranged according to need, education is the priority</p>	<p>who needs to have it</p> <p><u>Medium Term</u></p> <p><u>Long Term</u></p> <p>Annual review to include reviewing physical access to the building</p>	<p>do this and ensure it is done annually – perhaps business manager?</p>			
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	<p>outside space is wheelchair accessible</p> <p>If offsite visits the needs of disabled children, students and young people as well as adults are always considered</p>					
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Children's Hospital School

<p>Improve and maintain access to the physical environment</p>	<p>School is signposted from the lift area on the ground floor by the main entrance and on other hospital signs</p> <p>Access to wards and ward teaching areas is in line with the hospital accessibility plan and more information about accessibility can be found at https://www.accessable.co.uk/organisations/nottingham-university-hospitals-nhs-trust/access_guides</p> <p>Access to the school area is all flat and accessible for wheelchairs/ mobility scooters and can also accommodate hospital beds.</p> <p>Lifts are available throughout the hospital and disabled toilet facilities are available in wards and the designated hospital school area.</p> <p>The school garden is flat (although some slightly different surfaces) and has a ramp leading from the wide door.</p> <p>All fire exits are flat and accessible, however there is strict hospital fire procedures which school staff must follow; this does not always involve evacuation.</p>	<p><u>Short term</u></p> <p>Locate the hospital DAP (done)</p> <p>Make links with organisation that produces hospital DAP to see if they plan to visit the hospital school to include it in their DAP</p> <p><u>Medium Term</u></p> <p>CH signage to be reviewed</p> <p><u>Long term</u></p> <p>Annual review to include reviewing physical access to the school (wards are reviewed by the hospital)</p>	<p>AB to make contact</p>	<p>SENCO</p> <p>Leadership team</p>		
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	<p>All doors are fire doors and are regularly reviewed by the hospital</p> <p>Staff attend annual fire training from the hospital</p> <p>Furniture is flexible and can be re arranged to enable access for mobility aids, specialist equipment and beds</p> <p>If offsite/onsite visits the needs of disabled children, students and young people as well as adults are considered</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 SENDCo, Senior Leadership Team and the Governing Body.

5. Links with other policies

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

- Risk assessment policy-LA model
- Health and safety policy-LA model
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy and report
- Supporting pupils with medical conditions policy