

Herne Bay High School's Accessibility Policy

Policy reviewed by	T. Eastwood Safety Manager	Date of last review	July 2021	Date of next review	June 2022	Date of policy ratification by Governors	Sept 2021
Purpose of policy							
The purpose of this policy is to ensure that Herne Bay High School and the facilities it offers, are safely accessible to all the students, parents, staff, and the community in line with statutory regulation and advice. Our aim is to ensure that the school provides a curriculum, activities, training, support, and facilities within a safe, secure, and accessible environment.							
Key Personnel							
<ul style="list-style-type: none"> • Director of Finance = Jo Butler • Premises and Safety Manager = Tim Eastwood • SENCO = Natalie Reynolds & Laura Gowers • Director of Communications = Olly Hickmott 							

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the SEN and Disability Act 2001 to cover education.

The Equality Act requires that schools must have an accessibility plan aimed at:

- a. Increasing the extent to which disabled pupils can participate in the curriculum.
- b. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- c. Improving the availability of accessible information to disabled pupils.

This policy and plan sets out the proposals from the schools board of governors to increase access to education for disabled students in the three areas required.

- a) Increasing the extent to which disabled students can participate in the school curriculum.
- b) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- c) Improving the delivery to disabled students of information, which is provided in writing for students 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 Context

We are a secondary school with pupils aged between 11-18 of both genders and no particular faith. The school converted to an Academy status in February 2012. The school originally opened in 1955 and has since seen various extensions including the various construction of several additional buildings and a four-year refurbishment program as part of the government's building schools for the future program (BSF) which was completed in March 2012. The buildings are ground floor and one storey construction.

Our ethos of Achievement, Respect and Transformation and Respect is at the heart of all that we do. Respect for a culture of life-long learning and its power to transform lives is our secret for success. Our school is one where mutual respect, humanity, and a passion for learning prevails. We know that every learner, with their different talents, skills, and ambitions, has the potential to excel, and we work in partnership with all our young people to help them to realise their dreams and ambitions.

The purpose and direction of the school's plan: vision and values

This accessibility Plan has been drawn up by a planning group consisting of the Deputy Head (CH): Head of Upper School (SW): Finance Director (JB), Communications Director (OH), Premises and Safety Manager (TE) and the school SENCO (LG & NR) in consultation with students, staff and governors of the school and covers the period from September 2021 to June 2022

We are committed to working towards providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

Herne Bay High School plans, over time, to increase the accessibility of provision for all students, staff, and visitors to the school. The Accessibility Plan will contain relevant actions to:

- a. Improve 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.
- b. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students. 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 aids and equipment, which may assist these students in accessing the curriculum.
- c. Improve the delivery of written information to students, staff, parents, and visitors with disabilities.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Information Gathering

The collection of information is crucial to supporting Herne Bay High School in making decisions about what actions would best improve opportunities and outcomes for disabled students, staff, and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved. Identifying disabled students, staff, parents, and other users of the school is key to the development of the plan.

Involvement of Disabled Students, Staff, Parents and Other Users of the School

The school will consider and plan to involve disabled students, staff, parents, and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled students, staff, parents, and other users of the school will be used to set priorities.

Setting Priorities

The priorities for the Accessibility Plan will be set in the light of:

- a. An examination of the information that the school has gathered.
- b. Any information that the school has heard from disabled students, staff, and parents.

Some of the priorities identified will themselves be about:

- a. Improving information
- b. Improving the involvement of disabled students, staff, and parents.

Increasing the extent to which disabled students can participate in the school curriculum

The following priority actions are to be introduced to increase student participation in the curriculum:

- a. Review of current curriculum and the establishing of inclusivity
- b. Addressing of any areas of deficit and taking appropriate action

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

The following priority actions are to be introduced to improve physical aspects of the environment:

- a. Increased handrails
- b. Provision of an induction loop.

Action Plan

Increase **access to the curriculum for students with a disability**, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students.

Priority – what?	Target – how?	Key personnel – who?	Timeframe – when?	Success Criteria
High quality provision for hearing impaired and visually impaired students.	Regular and subject specific CPD to be delivered to all members of staff. All teaching resources adapted to meet students needs. Regular input from the specialist provisions to ensure we are delivering quality first teaching to the HI & VI students.	SENCo	Completed on a regular basis through the staff training programme.	All teaching staff will be aware of and be confident of planning for all students with visual or hearing impairments.

Action Plan

Improve the **physical access** to students, staff, parents, and visitors with disabilities

Priority – what?	Target – how?	Key personnel – who?	Timeframe – when?	Success Criteria
Improving the stairs in O block for the visually impaired whilst accessing and egressing.	Replace the stair nosings.	Tim Eastwood to select a suitable contractor to conduct the work.	Completed by 31 Aug 2017	EE able to access and egress O Block successfully.
Making suitable arrangements for the school to accept ST Sept 2020.	Conversion of 1 room in the bungalow into a care suit complete with a sink, vinyl floor, reclining bed with bars various storage cabinets, PPE and PPE disposal.	Tim Eastwood to select suitable contractors to convert the room in the bungalow. Use suitable suppliers procure the correct PPE and its safe disposal.	Completed by 31 Aug 2020	A safe location to carry out ST's airway medication treatment.
Making suitable arrangements for the school to accept ST Sept 2020 with regards to Safe Fire evacuation.	Installation of 13 Evac chairs at key refuge points across the site.	Tim Eastwood to select suitable contractor to supply evac chairs and the train the trainer training to go with the chairs.	Chairs installed Aug 2020. 3Ts training completed for 4 staff 16 th Sept 2020. EVAC Chairs Training for Tech FM	Safe evacuation of ST in the event of a fire / emergency.