

# Hanson School

## Accessibility Plan

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<b>Prepared by (members of staff):</b> <ul style="list-style-type: none"><li>• D Watkin (Deputy Principal)</li></ul>	<b>Date:</b> <b>May 2015</b>
<b>Approved by Governing Body Sub-Committee:</b> <ul style="list-style-type: none"><li>• Interim Executive Board</li></ul>	<b>Date:</b> <b>June 2015</b>
<b>Ratified by Full Governing Body:</b> <ul style="list-style-type: none"><li>• Interim Executive Board</li></ul>	<b>Date:</b> <b>June 2015</b>
<b>Signed off by Chair of Governing Body:</b>	<b>Date:</b> <b>May 2015</b>

### Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA). The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed. The Governing Body of Hanson School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

### Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that Hanson School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school.

### The Accessibility Plan will contain relevant actions to:

- 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 pupils in accessing the curriculum.
- improve the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached, relating to these key aspects of accessibility and showing how the School will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

### Link to the school SEN policy

Hanson Academy SEN policy quotes from the Disability Discrimination act which states: "A person has a disability if he (she) has a physical or mental impairment which has a substantial and long term adverse effect on his (her) ability to carry out normal day-to-day activities." A disabled person is likely to have difficulties in one or more of the following: Mobility Physical co-ordination Manual Dexterity Continence Ability to lift, carry, move everyday objects Speech, hearing, eyesight Memory or ability to learn, or understand perception or risk of physical danger Certain health conditions, e.g. cancer, muscular dystrophy, degenerative conditions, diagnosed eating disorder, disfigurement" The SEN policy further states; "Hanson Academy recognizes its duty not to discriminate against disabled students and also the need to make reasonable adjustments to make sure disabled students can play a full part in the social and academic life of the school." Involvement of disabled people in developing a Disability Equality Scheme It is the intention to consult with all stakeholders (students, parents/carers, regular

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visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate reasonable adjustments. This consultation process will be on-going. In addition, as part of our public sector equality duty, we intend to consult with external voluntary organisations in order to further inform the Action points in our Accessibility Plan. The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages. Reviewing/Monitoring The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the governing body. The plan will be fully revised every three years.

The three overarching aims are currently being reviewed and updated by the school and will be updated shortly.

1. Increasing the extent to which disabled pupils can participate in the school's curriculum.
2. Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. 3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.