

Empower Learning Academy Trust: Local Variations



Hall Mead School

ACCESSIBILITY PLAN

*3-year period covered by the plan: January
2019 to December 2022*

Introduction

This plan sets out the proposals of the Governing Body of Hall Mead School to increase access to education for disabled students in the three areas required by the planning duties, under Part 4 of the Disability Discrimination Act (DDA):

- *not to treat disabled pupils less favourably for a reason related to their disability;*
- *to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;*
- *to plan to increase access to education for disabled pupils.*

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan. See Appendix 1.

This Accessibility Plan is to be read in conjunction with the Empower Learning Academy Trust Board Disability Equality Scheme.

Definition of Disability:

EQUALITY ACT 2010. The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty of the School

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA, including protected characteristics;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.
- Schools and local authorities will (when provisions are implemented) be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Education Healthcare Plans (EHCP’s). The following are referred to as ‘protected characteristics’ and individuals cannot be discriminated against because of these or their association with any of the following;
- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

This is also known as the Disability Equality Duty (DED) and applies to all disabled students, staff and those using services provided by schools.

Information about disability at Hall Mead School

An audit shows there is a wide range of disability within our pupil population. All but two PLASC defined types of disability are represented, the exceptions being Profound and Multiple Learning Difficulties (PMLD) and Multisensory Impairment (MSI).

Below are the general conditions of pupils at Hall Mead School. Current information can be accessed via SEND code.

Cognition and Learning

Communication and Interaction

Social Emotional and Mental Health

Sensory and Physical

It is important to remember that not all pupils with a disability are required to be on the Hall Mead School SEN list, but will be recorded on the Hall Mead School medical list. Pupils on the Medical List who are considered disabled under the DDA guidelines vary during the course of an academic year. Hall Mead School monitors the list and will take all reasonable action to provide the support needed.

Achievement of pupils

Hall Mead School has well established procedures to monitor the progress and achievement of all its pupils.

Information about our pupils' progress is gathered using a combination of many different tools including:

- SATs
- CATs
- Progress data findings
- Regular monitoring reports
- Reading and spelling tests
- Baseline assessments
- SEND intervention levels
- Education Health Care Plan reviews.

The Learning Support department monitors the progress and achievements of pupils with SEND.

Analysis of this information is used by the Learning Support department to plan appropriate interventions for an identified group/pupil. This is coordinated within the SEND Department with mainstream teaching offering bespoke curriculum access.

Hall Mead School encourages all pupils to participate fully in the life of the Academy.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using Academy services should be involved in the production of the Disability Equality Scheme, which includes the Empower Learning Academy Trust Board Accessibility Plan. Ongoing review of services and improvement initiatives are overseen by the Headteacher.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Hall Mead School has drawn up an action plan, which outlines how the requirements of the Equality Act 2010 will be met. See Appendix 5. This plan has been shaped in consultation with disabled people. (See above).

Management

Refer to the Empower Learning Academy Trust Board Disability Equality Scheme.

Coordination

Increasing access and opportunities for disabled pupils often requires multi-agency working. Coordination with the Local Authority and Children's Trusts will assist in the delivery of the five outcomes of the former 'Every Child Matters' agenda and the commissioning of services.

Coordination with:

- the Local Authority's accessibility strategy;
<http://democracy.havering.gov.uk/documents/s33299/SEND%20Strategy%20-%20report.pdf>
- social services;
- Child and Adolescent Mental Health Services (CAMHS)
- health agencies, particularly in respect of meeting the health needs of disabled pupils in the Academy.

Key personnel from Hall Mead School attend multi-agency meetings when called.

The Headteacher of Hall Mead School is a member of the Upminster and Cranham Locality Management Group.

Review

The DES will be reviewed triennially by the Senior Leadership Team and the Academy Governors. This Accessibility Plan will be reviewed alongside the Empower Learning Academy Trust Board DES.

This review will report on

- the progress made on the Action Plan
- the effect of the Action Plan on pupil's participation in and achievement at Academy

Availability of the DES

A copy of the Empower Learning Academy Trust Board DES is published on the Empower Learning Academy Trust Board website/Intranet.

Review date: December 2022

Senior Member of staff responsible: Headteacher – Mr S London

Designated Team of Staff: DES Sub-committee

Governor responsible: SEND – Mr D Forster

Section 1: Procedures and practices and their relevance to and potential impact on disabled people

N.B. Procedures and Practices are reviewed on an individual basis and recorded appropriately.

Procedure or Practice	Relevance (please tick)			Proposed term for review
	High	Medium	Low	
Site access	X			Revised 2019 *The majority of the school will be rebuilt to current Building

				Regulations standards. Open Summer 2021
Communication	X			Revised 2019
Lunchtime provision		X		Revised 2019
Trips and Visits	X			Revised 2019
Timetabling	X			May-Sept 2019
Exam Access Arrangement	X			Sept 2019-April 2020

Section 2: Action Plan

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Review systems to involve disabled people.	BNT	1. Education Health Care Plans	Time/resource	By March 2020	June 2020	System established and known to all stakeholders. Ongoing
	LON	2. Survey the views of disabled learners in the Academy.	Survey document	By Aug 2020	July 2020 Survey	Survey undertaken with and published to all stakeholders. Ongoing
Improve systems for information gathering, in order to meet the six general duties outlined in the Equality Act 2010.	DES Subcommittee	Meeting for discussion and associated actions from there.	Time, venue.	December 2019	Trust Risk & Audit Committee November 2019	Collection of data to evidence the effect of DES on disabled pupils' opportunities and achievement in Academy Ongoing

Section 3: The disability equality duty and the governing body (Trust Board)

Questions the governing body will consider annually as the 'responsible body' for the Academy:

<i>Duties to disabled pupils, staff and parents</i>	Yes	No	Evidence
<p>Does the governing body receive regular reports on how the Academy is meeting its duties to:</p> <ul style="list-style-type: none"> ❖ disabled pupils? ❖ disabled staff? ❖ disabled parents, carers, governors, other disabled people who use the Academy or may want to? 			
Disability equality duty: General duty			
<p>Does the governing body have regard to the need to:</p> <ul style="list-style-type: none"> ❖ promote equality of opportunity for disabled people? ❖ eliminate disability discrimination? ❖ eliminate disability-related harassment? ❖ promote positive attitudes towards disabled people? ❖ encourage participation by disabled people in public life? ❖ take steps to meet disabled people's needs, even if this requires more favourable treatment? 			
Disability equality duty: Specific duty			
Does the Academy have a disability/single equality scheme?			
Did the Academy involve disabled people (pupils, staff, parents) in the development of the scheme?			

<p>Does the Empower Learning Academy Trust Board scheme show:</p> <ul style="list-style-type: none"> ❖ how disabled people have been involved? ❖ how information is gathered on the effect of the Empower Learning Academy Trust Board policies on: ❖ recruitment, retention of disabled staff? ❖ opportunities for, achievements of disabled pupils? ❖ how the Academy assesses the impact of its policies, current or proposed, on disability equality? ❖ the steps it is going to take to meet the general duty (the Empower Learning Academy Trust Board action plan)? ❖ how information will be used to support the review of the action plan and to inform subsequent schemes? 			
<p>Did the Academy implement the actions in its scheme within three years?</p>			
<p>Does the governing body :</p> <ul style="list-style-type: none"> ❖ report on its scheme annually? ❖ review and revise its scheme every three years? 			

Section 4: Access to work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- ❖ communication support, for a deaf or hearing-impaired person who may need support at an interview;
- ❖ a reader at work, for a blind or visually impaired person;
- ❖ special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- ❖ help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- ❖ someone to read to a person with a visual impairment;
- ❖ someone to support communication for a person with a hearing impairment; or
- ❖ a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- ❖ contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you; or
- ❖ looking on the Jobcentre Plus website: www.jobcentreplus.gov.uk

Section 5: Accessibility plan

	<i>Targets</i>	<i>Strategies</i>	<i>Timeframe</i>	<i>Success Criteria</i>
Increasing Access to the Curriculum	<input type="checkbox"/> To make staff aware of the range of disabilities that may limit access to the curriculum for certain pupils.	<input type="checkbox"/> Add information to the SEN Folder, case conferences, staff briefings/meetings. <input type="checkbox"/> Pupil and parents’ feedback via meetings.	<input type="checkbox"/> On-going and according to need	<input type="checkbox"/> Staff confident in meeting the needs/increasing access to the curriculum of disabled pupils in their lessons. <input type="checkbox"/> Lesson observations will confirm the above. <input type="checkbox"/> Learner’s voice - disabled pupils views.
	<input type="checkbox"/> <i>To use LSA’s more effectively in supporting the classroom teacher to deliver the curriculum to disabled pupils.</i>	<ul style="list-style-type: none"> • <i>Explore how other Academies deploy their LSA’s.</i> • <i>Ensure LSA’s are aware of lesson objective and subject planning with individual teachers.</i> • <i>Develop and promote two-way communication strategies.</i> • <i>Use LSA’s names and give them a mandate to speak.</i> 	<input type="checkbox"/> On-going and according to need	<input type="checkbox"/> <i>Increased progress of disabled pupils.</i> <input type="checkbox"/> <i>Improved lesson observation judgements on use of other adults.</i>
	<input type="checkbox"/> <i>To provide greater access for disabled pupils to participate in extracurricular activities.</i>	<ul style="list-style-type: none"> • <i>To offer LSA’s support in a wider range of activities and spaces.</i> • <i>BOCCA</i> • <i>Shots</i> • <i>Sports day integration</i> 	<input type="checkbox"/> On-going and according to need	<input type="checkbox"/> <i>Data will show an increase in disabled pupils taking part in before/after Academy activities.</i>
	<input type="checkbox"/> To devise curriculum that meet the needs of disabled pupils	<input type="checkbox"/> Review qualifications in light of national reforms	<input type="checkbox"/> On-going and according to need	<input type="checkbox"/> EHCP’s reflect needs and interests of pupils and enable high levels of progress.

	Targets	Strategies	Timeframe	Success Criteria
Making Improvements to the Physical Environment	<input type="checkbox"/> <i>To provide specialist furniture & equipment or identified pupils in specific curriculum areas as required.</i>	<input type="checkbox"/> <i>To identify resource needs following liaison with advisory teachers OTs & physiotherapists.</i> <input type="checkbox"/> <i>To discuss needs with pupils & staff.</i> <input type="checkbox"/> <i>To liaise with manufacturers.</i> <input type="checkbox"/> <i>To meet the architects</i>	<input type="checkbox"/> <i>On-going and according to need</i>	<input type="checkbox"/> <i>Pupils fully equipped to access all Academy activities, learning and social</i>
	<input type="checkbox"/> <i>To ensure that adaptations to existing and future facilities take into account DDA issues.</i>	<input type="checkbox"/> <i>To involve the SENDCo in design and adaptation</i> <input type="checkbox"/> <i>Identify areas for improvement and funding sources</i>	<input type="checkbox"/> <i>On-going, according to need and subject to cost implications</i>	<input type="checkbox"/> <i>As above</i>
	<input type="checkbox"/> <i>To provide designated disabled car parking bays.</i>	<input type="checkbox"/> <i>Wider parking strategy</i>	<input type="checkbox"/> <i>On-going and according to need</i>	<input type="checkbox"/> <i>Car parking bays in use</i>
	<input type="checkbox"/> <i>To provide hearing loops in reception and meeting areas.</i>	<input type="checkbox"/> <i>Identify key areas for this</i> <input type="checkbox"/> <i>Establish funding source</i>	<input type="checkbox"/> <i>On-going and according to need</i>	<input type="checkbox"/> <i>Specific areas of the Academy will be equipped to meet needs of hearing-impaired visitors to the Academy and pupils</i>
	<input type="checkbox"/> <i>To develop the Empower Learning Academy Trust Board web-based and physical resources so that they are able to be accessed by users who are visually impaired.</i>	<input type="checkbox"/> <i>Audit visually impaired users of the Academy to establish the difficulties they experience.</i> <input type="checkbox"/> <i>To identify software.</i> <input type="checkbox"/> <i>Exploration of widening use of Braille.</i>	<input type="checkbox"/> <i>On-going and according to need</i>	<input type="checkbox"/> <i>Visually impaired users of the Academy able to access Empower Learning Academy Trust Board web-based resources</i>