



# *Accessibility Plan*

## **HALL MEAD SCHOOL**

<b>Agreed by Headteacher:</b>	<b>September 2023</b>
<b>Next Review Date:</b>	<b>July 2026</b>

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

## 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 Equality Act 2010 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 department.

- 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 to prepare them for adulthood.

### **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

## **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: July 2026**

**Senior Member of staff responsible: Headteacher – Miss M Ducker**

**Designated Team of Staff: DES Sub-committee**

**Governor responsible: SEND – Mr Ian Cook**

## Appendix:

### 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			September 2026
Communication	X			September 2026
Lunchtime Provision		X		September 2026
Trips and Visits	X			September 2026
Timetabling	X			September 2024
Exam Access Arrangement	X			September 2023 - April 2024

### Section 2: Action Plan

Priority	Responsible Person(s)	Action Required	Resources	Timescale	Date & Process of Review	Success Criteria
Personal Emergency Evacuation Plans (PEEPs)	BAM/CON	Oversee the creation of PEEPs for identified students.	Staff time to discuss needs with student and/or parents and to create PEEPs	From July 2023 to December 2023	Regular review of completed PEEPs throughout Autumn Term	All identified students have a PEEP
	BAM/CON	Ensure PEEPs are available to and used by staff	Intranet page to store completed PEEPs  Staff briefing time to share information	During the Autumn Term 2023	From January, check that staff no how to access PEEPs.  In subsequent evacuations, check PEEPs are being used.	All staff know where to access PEEPs and use them to inform evacuation of identified students

Developing the use of assistive technology	CON	10 laptops to be made available for students each academic year	Laptops and future funding from SEND budget	Rollout of the first 10 will happen during the academic year 2023-24	May 2024, audit the use of laptops and the impact this is having on learning	Ten laptops available and used by students to access and complete work.
Creation of soft play area	CON/GIL	The soft play area needs to be built and then suitable equipment will need to be identified, purchased and installed	Funding for appropriate soft play equipment	The soft play area should be completed during the Autumn Term 2023-24. It should then be fully resourced by October 2024.	Dec 2023, check the soft play surface has been laid.  May 2024, audit what equipment has been identified and purchased.  Oct 2024, Review access and use of soft play area	A soft play area is constructed and is accessible.  Appropriate paly equipment has been installed.  The soft play area is in regular use and is enhancing the role of activity for identified students.

### 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:

Duties to disabled pupils, staff and parents	Yes	No	Evidence
Does the governing body receive regular reports on how the Academy is meeting its duties to: <ul style="list-style-type: none"> <li>❖ disabled pupils?</li> <li>❖ disabled staff?</li> <li>❖ disabled parents, carers, governors, other disabled people who use the Academy or may want to?</li> </ul>			
<b>Disability equality duty: General duty</b>			



Does the governing body have regard to the need to:			
<ul style="list-style-type: none"> <li>❖ promote equality of opportunity for disabled people?</li> <li>❖ eliminate disability discrimination?</li> <li>❖ eliminate disability-related harassment?</li> <li>❖ promote positive attitudes towards disabled people?</li> <li>❖ encourage participation by disabled people in public life?</li> <li>❖ take steps to meet disabled people's needs, even if this requires more favourable treatment?</li> </ul>			
<b>Disability equality duty: Specific duty</b>			
Does the Academy have a disability/single equality scheme?			
Did the Academy involve disabled people (pupils, staff, parents) in the development of the scheme?			
Does the Empower Learning Academy Trust Board scheme show:			
<ul style="list-style-type: none"> <li>❖ how disabled people have been involved?</li> <li>❖ how information is gathered on the effect of the Empower Learning Academy Trust Board policies on:</li> <li>❖ recruitment, retention of disabled staff?</li> <li>❖ opportunities for, achievements of disabled pupils?</li> <li>❖ how the Academy assesses the impact of its policies, current or proposed, on disability equality?</li> <li>❖ the steps it is going to take to meet the general duty (the Empower Learning Academy Trust Board action plan)?</li> <li>❖ how information will be used to support the review of the action plan and to inform subsequent schemes?</li> </ul>			
Did the Academy implement the actions in its scheme within three years?			
Does the governing body:			
<ul style="list-style-type: none"> <li>❖ report on its scheme annually?</li> <li>❖ review and revise its scheme every three years?</li> </ul>			

#### 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](http://www.jobcentreplus.gov.uk)

### Section 5: Accessibility plan

	Targets	Strategies	Timeframe	Success Criteria
<b>Increasing Access to the Curriculum</b>	<p>❑ <b>To make staff aware of the range of disabilities that may limit access to the curriculum for certain pupils.</b></p>	<p>❑ Add information to the SEN area, case conferences, staff briefings/meetings.</p> <p>Pupil and parents' feedback via meetings.</p>	<p>❑ On-going and according to need</p>	<p>❑ Staff confident in meeting the needs/increasing access to the curriculum of disabled pupils in their lessons.</p> <p>Lesson observations will confirm the above.</p> <p>Learner's voice - disabled pupils' views.</p>

<input checked="" type="checkbox"/> <b>To use LSAs more effectively in supporting the classroom teacher to deliver the curriculum to disabled pupils.</b>	<ul style="list-style-type: none"> <li>• Explore how other Academies deploy their LSAs.</li> <li>• Ensure LSAs are aware of lesson challenge and subject planning with individual teachers.</li> <li>• Develop and promote two-way communication strategies.</li> <li>• Use LSAs names and give them a mandate to speak and share ideas.</li> </ul>	<input checked="" type="checkbox"/> Ongoing and according to need	<input checked="" type="checkbox"/> Increased progress of disabled pupils.  Improved lesson observation judgements on use of other adults.
<input checked="" type="checkbox"/> <b>To provide greater access for disabled pupils to participate in extracurricular activities.</b>	<ul style="list-style-type: none"> <li>• To offer LSAs support in a wider range of activities and spaces.</li> <li>• Club timetable</li> </ul>	<input checked="" type="checkbox"/> Ongoing and according to need	<input checked="" type="checkbox"/> Participation data will show an increase in disabled pupils taking part in before/after Academy activities.
<input checked="" type="checkbox"/> <b>To devise curriculum that meet the needs of disabled pupils</b>	<input checked="" type="checkbox"/> Review qualifications in light of national reforms	<input checked="" type="checkbox"/> Ongoing and according to need	<input checked="" type="checkbox"/> EHCPs reflect needs and interests of pupils and enable high levels of progress.

	Targets	Strategies	Timeframe	Success Criteria
	<input checked="" type="checkbox"/> <b>To provide specialist furniture &amp; equipment or identified pupils in specific curriculum areas as required.</b>	<input checked="" type="checkbox"/> To identify resource needs following liaison with advisory teachers OTs & physiotherapists.  To discuss needs with pupils & staff.  To liaise with manufacturers.	<input checked="" type="checkbox"/> On-going and according to need	<input checked="" type="checkbox"/> Pupils fully equipped to access all Academy activities, learning and social

**Making Improvements to the Physical Environment**

<input checked="" type="checkbox"/> <b>To ensure that adaptations to existing and future facilities take into account DDA issues.</b>	<input checked="" type="checkbox"/> To involve the SENDCo in design and adaptation Identify areas for improvement and funding sources	<input checked="" type="checkbox"/> Ongoing, according to need and subject to cost implications	<input checked="" type="checkbox"/> As above
<input checked="" type="checkbox"/> <b>To provide designated disabled car parking bays.</b>	<input checked="" type="checkbox"/> Wider parking strategy	<input checked="" type="checkbox"/> Ongoing and according to need	<input checked="" type="checkbox"/> Car parking bay in use
<input checked="" type="checkbox"/> <b>To provide hearing loops in reception and meeting areas.</b>	<input checked="" type="checkbox"/> Identify key areas for this  <input checked="" type="checkbox"/> Establish funding source	<input checked="" type="checkbox"/> Ongoing and according to need	<input checked="" type="checkbox"/> Specific areas of the Academy will be equipped to meet needs of hearing-impaired visitors to the Academy and pupils
<input checked="" type="checkbox"/> <b>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.</b>	<input checked="" type="checkbox"/> Audit visually impaired users of the Academy to establish the difficulties they experience.  To identify software.  Exploration of widening use of Braille.	<input checked="" type="checkbox"/> Ongoing and according to need	<input checked="" type="checkbox"/> Visually impaired users of the Academy able to access Empower Learning Academy Trust Board web-based resources