



# **Archbishop Holgate's School**

**A Church of England Academy**

## **ACCESSIBILITY PLAN 2015-2018**

Review Date: Autumn 2015

Member of staff responsible: SENCO

SLT member of staff with oversight: Assistant Head

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

## Archbishop Holgate's SCHOOL ACCESSIBILITY PLAN – 2015-2018

*This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Archbishop Holgate's School.

### **Definition (Equality Act 2010)**

"A person has a disability 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 carry out normal day to day activities" physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

**A significant number of students are therefore included in the definition.**

### **Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Archbishop Holgate's School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability; (if a

school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

### **Curriculum – The Current Position**

We believe that we have made good progress in the following areas:

- Archbishop Holgate's data system is available for all staff.
- Advanced planning for students based on good information from primary partners.
- Liaison with external services and agencies regarding individual students (physical, sensory, behaviour).
- High quality Pen Portraits, Individual Student Plans and Subject Support Plans.
- Ensuring that access arrangements are made for external examinations (Extra time / Reader / Amanuensis, laptops etc).
- Developing outstanding learning and teaching across the school.
- Regular Form Tutor meetings and student centred Annual Reviews enable all students to discuss their learning.
- Ensuring that school visits and trips are accessible for all students.
- Using a range of teaching methods and styles to facilitate access for all students – eg appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Smaller teaching groups in Technology.
- Ongoing training for staff.
- Learning Support Centre provision.
- Nurture Group in Year 7 and Year 8. Work Skills Group in year 10 to 13.
- In-class support – experienced, well-qualified School Assistant Team.
- Appropriate setting of students in most subject areas and year groups.
- Differentiated work.

### **Priorities for 2015-18**

- To continue to work with the specialist teaching team in the City of York to ensure our curriculum is accessible for students with disabilities.
- To encourage students to use an alternative means of recording by using laptops with specific software that supports a student's disability, voice recorders and other forms of technology.
- To encourage students to participate in student leadership opportunities.
- To encourage students to access extra -curricular activities.
- To develop the range of extra -curricular activities through student voice.
- To ensure that students have access to quality careers education, information, advice and guidance.
- To ensure that students, staff, parents, governors are consulted to ensure the development of the Accessibility Plan.

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 within a reasonable timeframe.

### **Physical Access – The Current Position**

- All buildings are wheelchair accessible with lifts to facilitate movement between the floors. Lifts contain braille signage.
- Automatic main doors to Main School and Sixth Form receptions.
- Disabled parking spaces are available directly outside Main reception and Sixth Form reception.
- Widened corridors.
- Two fully accessible and compliant new builds – Post 16 and English block.

- Access arrangements are available for Parents' Evening, when required.
- Accessible toilet facilities are available throughout the school.
- Space for small group work and individual work for targeted learners in Learning.
- Support Centre.
- A physical environment that is safe and welcoming.
- Lockers available for hire for students to store bags and equipment.
- Handrails on stairs.
- Coloured kerbs and edges of stairs.
- Clear visual external signage.
- Static and mobile hoist in swimming pool.
- Evacuation plans in place for those students who need them to enable evacuation if fire alarm sounds.

### **Priorities for 2015-18**

- To review the site annually using the Local Authority's accessibility framework.
- To address any concerns arising from the annual site inspection.
- To continue to improve signage within the buildings.
- To address the problems with the stair lifts in the Science area and lift in main school.

Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

### **Written information -The Current Position**

- Visual timetables are produced for identified students.
- Modified work, text books and exam papers are provided when necessary.
- Differentiated work/worksheets provided when necessary.
- School Assistants have received training in using symbols and sign language.
- Alternative means of recording features in Pen Portraits and Individual Support Plans.
- Signers are used for parents when required.
- Translators and interpreters are used at Parental Meetings/Evenings when required.
- Information provided to parents via email, text, website and twitter.
- The Accessibility Plan is placed on the website.

### **Priorities for 2015-18**

- To liaise with the specialist teaching service to ensure that written information is accessible for students and that enlarged books are available as required.
- To consider if alternative signage is needed.
- To look at options for alternative ways of presenting information to parents.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

Disabled students, staff and parents/carers will be consulted through the review and monitoring of the plan.

The Accessibility Plan should be read in conjunction with other school policies.

The Accessibility Plan will be published on the school website.