



HOPE VIEW SCHOOL

THREE YEAR ACCESSIBILITY PLAN

Introduction

Disability is defined by the Equality Act 2010 as: "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." The **SEN and Disability Act (2001)** extended the **Disability Discrimination Act (1995)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the 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.

This duty requires Hope View School to produce an **Accessibility Plan** that identifies the action the school intends to take over a three year period to increase access for those with a disability in three key areas. The three areas include:

- Increasing the extent to which disabled pupils can participate in the school **curriculum**.
- Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils **of information which is provided in writing** for pupils who are not disabled.

In addition, the **Disability Equality Duty (2006)** requires all schools to:

- Eliminate **discrimination** that is unlawful under the Equality Act.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**. At all times the School will also be equally aware of the needs of disabled staff, parents and visitors.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.
- To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.

Principles

Compliance with the Equality Act is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty under the Equality Act:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

All pupils attending Hope View School have an Education and Health Care Plan which cites objectives which need to be addressed. Many pupils have low literacy and numeracy levels and/or poor communication and social skills. In order to address the identified objectives the school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

In ensuring that an inclusive and equal method of education is provided for all pupils who attend Hope View the school will continue to seek and follow the advice of LEA services,

such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

Within the curriculum, the School aims to provide a full access to all elements. Specifically, in all areas of Information & Communication Technology, the School will have consideration in planning facilities for

- Wheelchair access
- Screen reader software
- Screen magnifier software for the visually impaired
- Features such as sticky keys and filter keys to aid disabled users in using a keyboard
- Screen Magnifier Software.
- Laptops specifically for pupils who experience difficulties with handwriting due to impaired fine motor skills.

The school will ensure it meets its aims:

- To develop communication skills in pupils, enabling them to express their thoughts and opinions successfully through speech, writing and sign language as appropriate.
- To give advice and support in curriculum subjects as appropriate.
- To ensure that the needs of all disabled students and staff are represented within the school.
- To create positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings etc.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested etc.

Linked Policies

This policy links to:

Equality and Diversity Policy

Special Educational Needs Policy

Anti-bullying Policy

Safeguarding Policy

The named contact for this policy is: Mrs C Lorne – Headteacher

Policy Review Date: August 2021