

Send Policy Appendix A: Accessibility Plan 2021-24

Approved by:	William Howard School LAB
Date:	October 2021
Proposed review date:	This scheme will be reviewed every three years with the Accessibility Plan reviewed and updated annually.
Owner:	SENCO

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

Version Number	Version Description	Date of Revision
1	Original Access Plan October 2004	Reviewed and Updated 2011
2	Accessibility Plan 2014-2017	Reviewed, Updated and Approved by the Governing Body February 2014
3	Accessibility Plan 2014-2017	Updated April 2016
4	Accessibility Plan 2017-2020	Updated Oct 2018
5	Accessibility Plan 2017-2020	Updated Oct 2019
6	Accessibility Plan 2017-2020	Updated Oct 2020
7	Accessibility Plan 2020 to 2023	Updated Oct 2021
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In drawing up this Accessibility Plan, the following were consulted:

- Local Advisory Board, Safeguarding LAB Member and relevant sub-committees
- All staff
- Parents/carers/community groups
- Others/LA

The Assistant Headteacher – and SENCO is responsible for the plan.

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APPENDIX 1 Improving the Curriculum Access, Improving Physical Access and Improving the Delivery of Written Information

1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation, a school must not discriminate against a student because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment.

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled student, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness.

In addition, there is a range of 'hidden impairments' such as:

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD).

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- 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.

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where an Education, Health and Care Plan (EHCP) details that provision. When a disabled student does not have an EHCP for SEN (or the EHCP does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment, though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled students, and how they will improve the availability of accessible information to disabled students.

In William Howard School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers wherever practicable for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve and maintain the physical environment to enable disabled students to take better advantage of education, opportunities, facilities and services provided;
- improve the availability of accessible information for disabled students.

Furthermore, under our equality duties, we intend to improve and maintain the physical environment of the school to enable any disabled person (student, parent/carer, employee or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, continue to address **the needs of disabled people through** specific targets.

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 continue to address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's Special Educational Needs (SEND) policy.

This plan will be reviewed annually with all stakeholders involved.

William Howard School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity. *Please also see our SEND Policy*

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are underpinned in our SEND Policy and Relationships Policy. Our key objectives are:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a student's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

6. CONTEXTUAL INFORMATION

William Howard School is a large and successful 11-18 academy serving the semi-rural community of Brampton and surrounding area. The ability level on entry is generally above

average and sometimes significantly so. The school is part of Cumbria Education Trust and works collaboratively with the schools within the Trust to improve provision, standards and aspirations. In addition, the school works collaboratively with other schools within the county and particularly with an outreach programme for feeder schools. Restorative practice is at the heart of the ethos of the school alongside the key values of respect, responsibility and resilience. The proportion of students eligible for the student premium is in line with the national average and the school is strategically resourced for severe learning difficulties; however, this provision is currently under review.

2021 Basic characteristics of the school:

Number on role	1365	
Disadvantaged	219	16%
SEND	234	17%

The LA deals with admissions to the school. When we are made aware of students who are joining the school with disabilities, we make arrangements to meet both the student and the parents and when appropriate we will involve professionals from the Local Authority and the Health Authority in order to ensure that any reasonable adjustments required to the school building are made in readiness for the student starting school. The school has fully ramped access and via its lift system is accessible to wheelchair users through the majority of the buildings. Every year whilst the timetable is being collated due regard is given to the needs of wheelchair users to ensure that their classes are accessible. Our reception area is accessible to disabled people and we have had a hearing link fitted for those with impaired hearing. We have accessible toilets with facilities for those with disabilities throughout the school. One of which also contains an adjustable changing bed for use by those students who need personal care whilst at school.

We have a small number of students with English as a second language and where appropriate we use translators to communicate with parents. We employ a Senior LSTA with specific responsibility for these students.

The school employs approximately 204 staff. The staffing compliment is made up as follows:

Male	43
Female	161

The recruitment procedures used in school follow the school's recruitment and selection policy and procedures to ensure that all potential candidates are given equal access to the process from application through to appointment.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

William Howard School is committed to ensuring that the individual long term hopes and aspirations of the students and their families form the basis of a personalised next step approach to their educational experience.

William Howard School:

- has high ambitions for its disabled students and expects them to participate and achieve in every aspect of school life;

- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled students have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.
- has a designated triage area?
- has ramp access with disabled doors at our main entrance.

7.2 Information from Student Data and School Audit

The school building has:

- Two specialist classrooms and an area which is divided into three areas to support behaviour, anxiety and mental health difficulties. Two classrooms can be divided into small group areas, these include a specialist environment for Life and social skill work, arts and crafts, Literacy and Numeracy work. The third classroom is used to for circle time and nurture group programmes and study support to develop life and social skills and reduce anxiety.
- Re-integration support is available for student's access to mainstream lessons.
- A withdrawal room to prevent disruption to teaching and learning in the classroom and support our positive learning behaviours strategy and restorative practice procedures.
- A Physio/Medical room with clozi-mat toilets, changing table and shower area.
- Accessible toilets with disabled access are also distributed throughout the school.
- Lift access to specialist classrooms such as technology.
- Where students met the criteria for accessing our specialist provision for SLD, the transition process will include the investigation for additional/ different transport to and from school.
- Time out room/ area for students with mental health and /or anxiety issues.

More than 75% of the school building is accessible to wheelchair users. The school timetable ensures that wheelchair users are not timetabled to be in those classrooms which are not accessible. The inaccessible areas are not specifically equipped to support curricular teaching and therefore easily duplicated in other areas of the school.

- The school keeps an up to date medical, disability and code of practice register which identifies the needs of the current cohort.
- Our transition programmes take into account and plans for the ever changing needs of our diverse student population as well as the needs of its wider community.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- continue to strive to improve the information dissemination from our Learning Provision Facility;
- continue to implement a system that allows parents to inform us if they themselves have a disability;
- identify early in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

- Co-operate with external agencies and professionals to investigate suitable and reasonable adjustments.

7.3 Views of those Consulted during the development of the Plan

William Howard School is aware that the views of the students and parents include the need to invest in an upgrade to our service lifts which should investigate a more independent system so that adult support is not relied on for their use. In consultation with health bodies, we are also of the opinion that although we have independent access to the building for wheelchair users, their educational experience or visit experience of William Howard School could be enhanced by the addition of automatic door openings eliminating the need for service users to ask for assistance with these.

William Howard School will:

- consult the appropriate Local Advisory Board Committee when adjustments and improvements are deemed to be necessary;
- consult staff including specifically Sancho, Directors of Learning and the Health and Safety Officer when planning new and additional services to ensure accessibility for the current school cohort and community.
- Develop consultation with staff, parents, students and the school community where it is felt necessary to allow the views of stakeholders, both able and disabled to be taken into account;
- involve outside agencies to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled students can participate in the school curriculum independently.

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Area Assessment and Support Team.

The school plans to continually assess and review the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life and experience the same or parallel opportunities. 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 need to continually investigate the provision and availability of specialist **aids and equipment**, which may assist these students in accessing the curriculum. The school will continually work with the ICT teams and specialists to ensure that a good use of technology, enhances the independent access to the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

William Howard School has appointed key personnel within the Learning Provision Team who has additional responsibility in ensuring that individual needs are considered and wherever possible met to ensure equal access for those with disabilities, to the services and opportunities offered to all stakeholders.

Please consult the SEND Policy for details of the current provision.

8.2 Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.
- invest further in ICT equipment to increase independence.

The school will take account of the needs of students 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.

The LAB and Trust Audit & Risk Committee takes into consideration any plans for school refurbishment and extension and in doing so considers DDA compliance. The Risk register is discussed at each Audit and Risk Committee meeting and LAB meetings.

Due to the small numbers of students with disabilities, an individual assessment of need is the most efficient way of resourcing specialist equipment and seating, including ICT equipment. The SENCo holds regular reviews with relevant personnel to ensure that individual needs are met where possible through the SEND provision and allocated resource, using the SEND framework where needed.

The school environment has been adapted to provide a suitable environment for learning for those students with visual impairments and Hearing impairments. It is fitted with a loop system and complies with the recommendations of a frequency survey for students using a transmitter system.

The action plan determined from the audit will be reviewed regularly and will be recorded in the Accessibility Action Plan.

8.3 Improving the delivery to disabled students of information that is provided in writing for students who are disabled

William Howard School will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents/carers and other disabled adult users of the site.
- work in proactive ways to communicate effectively with students, parents and the wider school community whose first language is not English.

Full details are included in our Accessibility Action Plans at Appendix A.

8.4 Financial Planning and Control

The Headteacher with the Leadership Team, and in conjunction with the Audit & Risk Committees, will review the financial implications of the School Accessibility Action Plan as part of the normal budget review process. The objective is that over time School Accessibility Action Plan actions will be integrated into the School Improvement Plan.

William Howard School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

We may also access specialist resource through SEND delegated budget, where appropriate.

9. IMPLEMENTATION

The Leadership Team will commit to undertake a disability audit using a cross-section of staff, students, parent/carers and stakeholders every three years. As appropriate, and where accessible, external bodies and advisors will be engaged to support this process.

The Accessibility Action Plan will be formulated, approved, implemented and disseminated across the organisation.

This will be formally monitored on an annual basis and an update reported to the Leadership Team as well as the Local Advisory Board.

Changes may be required during the academic year in response to the changing profile of the school community.

The school's Accessibility Action Plan will be made available to all by:

- being available on the school website, open to all visitors to the site;
- referring to the availability of the plan in any relevant documentation that we use to communicate with stakeholders, eg, newsletter;
- referring to this document at school events as appropriate.

We will ensure that the plan is available in different formats where requested.

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality Policy Statement
- Health & Safety Policy
- SEND Policy
- Relationships and Sex Education Policy
- Behaviour for Learning Policy

WILLIAM HOWARD SCHOOL ACCESSIBILITY PLAN 2020-2023
IMPROVING THE CURRICULUM ACCESS AT WILLIAM HOWARD SCHOOL

Target	Strategy	Outcome	Timeframe	Person Responsible	Review Date	Impact
<p>All teachers and support staff will continue to have the necessary training to teach and support students with a range of disabilities.</p>	<p>Quality First teacher toolkit pilot to begin 2021.</p> <p>Trust wide collaborative working group to develop policy and provision.</p> <p>Trust wide collaborative working group to disseminate and share good practice.</p> <p>Trust Wide training programme.</p> <p>Trust wide Assess, plan do and review process to identify cohorts.</p> <p>Case conferences for individual cases.</p> <p>Outreach work with feeder primaries.</p> <p>Specialist equipment and seating used as identified and available.</p> <p>Additional resources are sought through the SEND framework.</p> <p>GL assessment process which includes a SEN toolkit.</p>	<p>A Trust wide toolkit is created and used by staff to further improve provision in the classroom</p> <p>Support and teaching staff work collaboratively to better understand and meet the needs of the students' SEND Planning is effective and informs teachers and support staff of 'additional to and different from', what is necessary for all.</p> <p>Assessment informs gaps in progress at an early stage.</p> <p>Training, communication and information is effective and equips all staff with the necessary knowledge of the needs of individuals.</p> <p>Future SEN cohort are identified through assessment as early as possible so that INSET needs can be addressed.</p>	<p>Ongoing throughout the year responding to identified gaps in knowledge and resource enhanced by forward planning for future cohort.</p>	<p>SLT/ Learning support co-ordinator & SENCO</p>	<p>Yearly Oct</p>	<p>Trust Wide, ongoing CPD programme.</p> <p>Review of communication and information systems resulted in an improved use of SIMs for teachers.</p> <p>Teaching and Learning Briefings included strategies for teaching those with SEND.</p> <p>Complex case sessions are held monthly and include the Lead EP</p> <p>Trust Wide, collaborative Working Group proved successful for the two years it has been running.</p> <p>The school offer linked to the Local offer website has been upgraded to include easier access for those with reading difficulties or sensory impairments.</p>

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Target	Strategy	Outcome	Timeframe	Person Responsible	Review Date	Impact
<p>Lessons to provide opportunities for all students to achieve.</p>	<p>Quality First teacher toolkit pilot to begin 2021.</p> <p>Planning identifies differentiation and personalised learning</p> <p>Intervention timetable with clear entry and exit criteria.</p> <p>Alternative and SLD provision.</p> <p>Differentiated home-work tasks set.</p> <p>SEND case studies SEND focus at Staff Briefing.</p> <p>Transition Curriculum includes assessment points.</p> <p>Lesson drop-ins.</p> <p>Targeted monitoring and evaluation calendar linked to action plan.</p>	<p>A Trust wide toolkit is created and used by staff to further improve provision in the classroom</p> <p>Teaching and support staff differentiate tasks and personalise learning to meet the needs of the current cohort identified through assessment.</p> <p>Transition curriculum continues to evidence good or better progress.</p>	<p>Ongoing throughout the year responding to identified gaps in knowledge or provision.</p>	<p>Classroom teachers overseen by Curriculum Leaders, SLT/ Learning support co-ordinator & SENCO</p>	<p>Termly</p>	<p>Learning Walks and book scrutiny show improvements</p> <p>Transition curriculum assessments mirrors school assessments. The new Rochford Review measurements have transferred from PIVATs</p> <p>Data collections are reviewed and actioned.</p> <p>Trips and visits continue to be expanded and open to all.</p>
<p>School services and support procedures take into account personal and intimate care plans. (ICP)</p>	<p>ICPs are readily available on the school's internal electronic communication system.</p> <p>ICPs are reviewed and disseminated regularly.</p> <p>Dedicated senior support staff for Physical and Medical difficulties holding a responsibility role to keep abreast of local and national issues and focus staff's attention.</p> <p>Additional resource and training is sought to ensure accessibility to school life and services where identified.</p>	<p>Information from ICPs form a regular part of risk and resource assessment in all areas of school life.</p> <p>ICPs are up to date, effective and used as a working document.</p>	<p>Ongoing throughout the year with regular review and monitoring periods</p>	<p>Senior TA for Phys/med/ Learning support co-ordinator & SENCO</p>	<p>Oct 2017</p>	<p>All necessary Intimate Care Plans are in place and current.</p> <p>Senior support role co-ordinates and disseminated vital information.</p> <p>Policies regarding administering medicines and safeguarding have been updated to include recent changes in legislation.</p>

Target	Strategy	Outcome	Timeframe	Person Responsible	Review Date	Impact
<p>School services continue to be accessible to all</p>	<p>Trips and visits planned around the needs of the attending cohort and adapted where necessary.</p> <p>Disabled students who cannot participate in particular activities are given alternative experiences.</p> <p>School bus contractors are made aware of the additional support needs.</p> <p>Extra-curricular activities are, wherever possible, adjusted to meet the needs of the attending/interested cohort.</p> <p>Specialist equipment is used where necessary and available.</p> <p>Additional resources are sought through the SEN framework for individuals.</p>	<p>All service providers plan for and make reasonable adjustments to enable the school community to access their services as far as is reasonably possible.</p>	<p>Before a service is offered to the school community.</p>	<p>Trip Leaders supported by Learning support co-ordinator & SENCO</p>	<p>As necessary</p>	<p>All current planned trips have equal access through risk assessments and support.</p> <p>Senior support role co-ordinates and supports access to extra-curricular opportunities.</p> <p>Specialist equipment is costed and purchased where identified.</p> <p>An expanded offer includes assessing the risk and accessibility for those with SEND.</p>

WILLIAM HOWARD SCHOOL ACCESSIBILITY PLAN 2020 to 2023
IMPROVING THE PHYSICAL ACCESS AT WILLIAM HOWARD SCHOOL

Identifying Barriers to Access

This section is written using Occupational Health advice and environment surveys which have informed the need for improvements to the school facilities or building.

Statement	Evidence	Action Required
<p>The School has 4 lifts to enable access to 75% of curriculum areas. Scheduling will ensure that these classrooms are not used and therefore the curriculum is fully accessible to all.</p> <p>Surveys suggested that these could be improved to enable better independence.</p>	<p>Students and visitors are not able to access the lifts without assistance.</p>	<p>Continued lift maintenance and inspection in order to maintain serviceability at 85 percent. Plan and bid for replacement lifts as units are ageing.</p> <p>Costing for relocation of motor house to avoid breakdown.</p> <p>Investigation of sponsorship to replace with improved technical facilities such as automatic doors which could be card activated.</p> <p>Consideration to be given to a ramp walk way to eliminate the need to climb the few stairs between the humanities corridor and part of the English corridor to increase access to this area.</p>
<p>Although all doorways, corridors and walkways now have improved access, individual circumstances continue to inform the need for additional improvements.</p>	<p>Specialist support and health services have intermittently identified additional actions such as the need for fencing and raised kerbs along an outdoor access route due to motor control and learning needs.</p>	<p>Prioritisation of expenditure as additional improvements are identified.</p> <p>Early identification of issues for new cohort at transition.</p>
<p>A recent VI survey has highlighted further adjustments/ environment actions which will be completed as soon as possible ready for the student to begin in Sept.</p>	<p>VI survey</p>	<p>VI survey actions for individual circumstances.</p>

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Statement	Evidence	Action Required
Finger print access to purchase food and beverages means that this service is not fully accessible to visitors or those with some physical disabilities.	<p>Visitors cannot purchase food or beverage without additional help or support.</p> <p>Some students are not able to purchase food and beverages independently.</p>	<p>Visitors are given pass codes or additional support.</p> <p>Student passcodes are used to avoid the need for finger print access.</p> <p>Systems to be reviewed and improvements made</p>
Individual toilets and changing facilities require new signage.	Transition meetings highlighted the need to respond to diversity.	<p>New signage to be ordered and fitted.</p> <p>Policies and procedures to be reviewed where necessary to keep abreast of local and national changes.</p>
No accessible toilets are available on the top floor of the main building	Information on consultation identified the distance travelled to locate suitable facilities.	As soon as finances allow, accessible toilets with disabled facilities to be installed.
Improvement to signage for visual impairments and users with learning difficulties.	Tactile signage or visual signage is not available for visitors, community users or students	<p>Additional support for visitors or users. Information given on arrival.</p> <p>Evac Plans for students with physical and learning difficulties which require additional action or use of evac chairs.</p>
Furniture and equipment selected, adjusted and located appropriately.	It is noted that for regular users and individuals, additional equipment or adjustments are necessary as and when an issue is identified to ensure equal access and opportunities.	<p>Services and community users will be given details of key personnel to liaise any issues or concerns which arise due to inaccessibility, or inadequate access.</p> <p>School will continue to provide methods which involve all stakeholders in surveys and questionnaires and opportunities to bring to our attention the needs for improvements.</p>

WILLIAM HOWARD SCHOOL ACCESSIBILITY PLAN 2020 to 2023
IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT WILLIAM HOWARD SCHOOL

Target	Strategy	Outcome	Timeframe	Person Responsible	Review Date	Impact
School liaises with relevant support services and other agencies to provide information in simple clear language, symbols, large print on audio tape or in Braille for students/parents/carers who may have difficulty with the standard printed format.	School to liaise with appropriate agencies when required to receive information in other formats.	Staff know who to contact from the relevant agencies.	Ongoing		Yearly Oct	Current cohort does not require upgrade.
All communication follows an agreed house style ensuring an appropriate font and size are used. This could be produced in larger font or on buff paper for example.	Arial agreed as new school house style. Larger font and buff paper used where required.	Arial is used as the standard font	Ongoing		Yearly Oct	In place.
Staff are familiar with WHS technology and practices to assist students, parents and carers with disabilities e.g. positioning when talking to a hearing impaired person.	Training provided to ensure staff are aware of different issues when communicating with people who have disabilities. Training to form part of INSET training provided by Learning Provision.	Staff are confident to communicate with students, parents and carers with disabilities.	Ongoing		Yearly Oct	Top Tips regularly disseminated and updated. QFT toolkit to be created. Fortnightly meetings with HI specialist Local Authority staff.

APPENDIX I

Target	Strategy	Outcome	Timeframe	Person Responsible	Review Date	Impact
The school ensures that both in lessons and parent meetings information is presented in a user-friendly way e.g. by reading aloud and using visual presentation techniques.	Training provided to ensure staff are aware of different issues when communicating with people who have disabilities. Training to form part of INSET training provided by Learning Provision.	Staff are confident to communicate with students, parents and carers with disabilities.	Ongoing	ALL staff	Yearly Oct	Website information reviewed March 2022
Parents have access to support from the Year Group Teams if written communication is inaccessible or difficult to access.	Parents have open line of communication where letters can be read, explained and further discussions can be held in person.	All parents feel supported with all written communication.	Ongoing	YGT	Yearly Oct	Telephone and face to face meetings available. Letters can be translated for those with EAL or no English Language
Reports and policies can be made available in several different languages and an interpreter can be sought should the need arise.	Parents would have documentation readily available in their first language wherever possible.	Written documentation accessible to parents where English is an additional language. Google translate to be used if an interpreter cannot be sought.	Ongoing	EAL co-ordinator	Yearly Oct	The majority of school information is available in the known languages for current cohort. EAL co-ordinator role in place.