Harbour School Dorset

Harbour School Dorset | Policy

Accessibility Plan

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Southern Education Trust

Holistic Supportive Determined

Harbour School Dorset

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Acronyms and Education Terms

In order to ensure all readers fully understand this policy, acronyms and phrases with particular meaning in an education context are as follow:

DFE Department for Education
SEN Special Educational Needs
SEND Special Educational Needs or Disabilities
EHCP Education Health Care Plans
LGB Local Governing Body

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Harbour School Dorset aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This is based on the belief that all individuals are of value and should be given the opportunity to learn and develop their potential. We aim to support the reintegration of learners into full time education in school, further education, training or employment. The development of learners' personal integrity, self-esteem and social skills is central to all out work.

The plan is available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Time Scale	Who's Responsibility
Increase access to the curriculum for pupils with a disability	The curriculum is carefully designed to meet the needs of all learners allowing all pupils to access a broad and varied curriculum. No pupils cannot access learning at Harbour School Dorset. We use recourses tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils every half term, including those with a disability.	Pupils can access the curriculum to meet their needs. Where additional support is need this will be identified and implemented. Pupils made rapid and sustained progress in the short and long term. Destination data supports long term development. Staff receive the appropriate training to support pupils with additional needs.	Ongoing with half term accountabilities	Curriculum Leaders and Senior Leadership Team

	Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. The SEN team assess the long and short term needs of pupils. Support will be identified and the appropriate support will be put in place.	The SEN team reviews the support to check it matches need. They will identify and provide any additional resources/equipment needed. All pupil learning profiles support learning through interventions. EHCP's (Education Health Care Plans) are identified, supported, followed and reviewed.		
Improve and maintain access to the physical environment.	At Harbour School Dorset all pupils can access the curriculum regardless of disability. The school buildings have been built considering the need for access to all. The environment is adapted to the neds of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and	All pupils can access all areas of the buildings. Designated disabled parking is available at all sites. Clear signage that directs pupils, staff and visitors around each site. Pathways and steps are free from hazards and are maintenance programme. When redecorating corridors and doors must ensure a high contrast between walls and doors to improve the	ongoing	Curriculum Leaders and Senior Leadership Team

	changing facilities Non-gender specific toilets.	environment for the visually impaired. Toilets within the school are non-gender to support non-binary students.		
Improve the delivery of information to pupils with a disability.	Any pupils requiring additional support are clearly identified on entry to harbour School Dorset. Parental support is vital to the work at Harbour School Dorset. This is undertaken through many avenues: • Family Fridays • Phone Calls • EHCP Reviews • Written Reports Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal signage - Large print resources - Pictorial or symbolic representations We have added non-binary to the referral/admissions paperwork to support	The induction identifies any additional needs, including information from previous educational establishments. All parents are invited into the school for a minimum of 6 occasions. Verbal Communication is supported by 6 written reports each year focusing on the emotional/well-being and educational developments. Additional communication methods are available to support students/parents and staff.	Ongoing	All Staff

	students who don't identify as male or female.			

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
It will be approved by the Headteacher.

Links with other policies

The accessibility plan is linked to the following policies and documents:

- Risk Assessments policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Supporting pupils with medical conditions policy.

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Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys	1 storey	No actions needed		
Corridors access	All premises have wide corridors that are clutter free.	No action needed		
Lifts	Not applicable	No action needed		
Parking Bays	Designated disable parking bays available	No action needed		
Entrances	All entrances are clear and access is not a hindrance.	No action needed		
Ramps	There are no ramps but a gentle slope for the access.	The slope is maintained to support access	Site manager	Ongoing
Toilets	Toilets are non-gender-specific to support all pupils/staff. They are disabled toilets/shower areas and changing rooms.	Maintenance of all these room and to be clutter free	Site manager	
Reception Area	Reception areas are clear. Staff are available at all times to support individuals.	No action needed		
Internal Signage	Internal signage is clear and well identified.	No action needed	Site manager	
Emergency Escape Routes	All emergency doors and fire escapes are signposted. All	No action needed.		

	escape areas are clear of clutter and could be accessed at all times			