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Glossary of terms	

# DP050 Disability Scheme and Access Plan

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## **1. Introduction**

- a) The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Board has had three key duties towards disabled pupils and staff, under Part 4 of the DDA:
- b) not to treat disabled pupils /staff less favourably for a reason related to their disability;
- c) to make reasonable adjustments for disabled pupils / staff, so that they are not at a substantial disadvantage, emotionally or academically;
- d) to plan to increase access to education for disabled pupils /staff.
- e) This plan sets out the proposals of the Governing Board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
- f) increasing the extent to which disabled pupils can participate in the school curriculum;
- g) improving the environment of the school to increase the extent to which disabled pupils / staff can take advantage of education and associated services;
- h) where appropriate, improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- i) 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.

## **2. 1A: The purpose and direction of the school's plan: vision and values**

- a) Hazel Grove High School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life.
- b) Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to:
  - a. set suitable learning challenges for all pupils;
  - b. respond to pupils' diverse needs;
  - c. overcome potential barriers to learning and assessment for individuals and groups of pupils.
- c) We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

### 3. Definition of Disability

- a) The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.
- b) The DDA defines a disabled person as someone who has **‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’** (see definition below of normal day-to-day activities).
- c) 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**.
- d) 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 pupil’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.
- e) A significant number of pupils are therefore included in the definition.

### 4. Normal day-to-day activity

- a) The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:
  - b) mobility;
  - c) manual dexterity;
  - d) physical co-ordination;
  - e) continence;
  - f) ability to lift, carry or otherwise move everyday objects;
  - g) speech, hearing or eyesight;
  - h) memory or ability to concentrate, learn or understand;
  - i) perception of risk of physical danger.

### 5. Disability and special educational needs

- a) Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and an Education, Health and Care Plan (EHCP) or who are at *SEN Support* will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination

Act. In particular, some children whose emotional and mental health needs have their origins in social or domestic circumstances may fall outside the definition.

## 6. Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
<ul style="list-style-type: none"> <li>• Mild dyslexia</li> <li>• Emotional Behavioural Difficulties (EBD - social factors)</li> <li>• Mild Dyspraxia</li> <li>• Minor speech impairment</li> <li>• Mild Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Motor Impairment (long term)</li> <li>• Moderate / Severe Learning difficulties</li> <li>• Hearing Impairment / Deaf</li> <li>• Visual Impairment / Blind</li> <li>• Severe Dyslexia/Dyspraxia</li> <li>• Epilepsy</li> <li>• Moderate / Severe Speech, Language and Communication Needs</li> <li>• ADHD</li> <li>• Autism</li> </ul>	<ul style="list-style-type: none"> <li>• Asthma</li> <li>• Diabetes</li> <li>• Cancer recovery</li> <li>• Mental health Issues</li> <li>• Disfigurement</li> <li>• Eating disorder</li> <li>• Lack of limbs</li> <li>• Sickle cell Anaemia</li> <li>• Gross Obesity</li> <li>• Very Short Stature</li> <li>• Incontinence</li> </ul>

## 7. 1B: Information from pupil data and school audit

- a) Hazel Grove High School is one of two 'Resourced' Secondary Schools in Stockport. This means that in addition to the full mixed-ability cohort in each Year Group, we also have pupils in each Year Group who have Complex, Severe or Profound and Multiple Learning Difficulties.
- b) Within the current school population of approx. 1430 pupils, there are currently 49 pupils with an Education Health and Care Plan (EHCP) and 88 pupils on 'SEN Support'. There are also a further 224 on 'SEN Monitoring'.
- c) Disabled pupils currently in school have the following needs:
- d) Severe Learning Difficulties (SLD);
- e) Moderate Learning Difficulties (MLD);
- f) Attention Deficit and (Hyperactivity) Disorder (AD(H)D);
- g) Attachment Disorder
- h) Autistic Spectrum Conditions (ASC - including Aspergers Syndrome);
- i) Cerebral Palsy
- j) Diabetes;
- k) Di George Syndrome
- l) Emotional, Social and Mental Health Difficulties (ESMH);
- m) Epilepsy;
- n) Hearing Impairment (HI);
- o) Physical Difficulties
- p) Specific Learning Difficulties (SpLD – including Dyslexia and Dyspraxia);
- q) Speech Language and Communication Needs (SLCN);
- r) Tourettes Syndrome;
- s) Visual Impairment (VI);

- t) Previously we have worked with pupils with Muscular Dystrophy and Profound and Multiple Learning Difficulties. Currently five pupils are wheelchair users and several others have significant mobility difficulties.

#### **8. The school's strengths and weaknesses in working with disabled pupils**

- a) School staff have experience of working with a wide range of disabled pupils, including pupils with severe and complex learning needs, both within the Resource Centre and within Mainstream. Training is provided through an on-going cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting a range of needs. Staff training has focused on: meeting the needs of students with literacy difficulties; Speech Language and Communication Needs, Autism, Specific Learning Difficulties (Dyslexia and Dyspraxia) and Attention Deficit/ Hyperactivity Disorder. Staff within the Resource Centre regularly update their training in Lifting and Handling and also in Team Teach for positive behaviour management.
- b) Every teacher is issued with a Learning Support File, giving further information and guidance on a range of needs (ASD, ADHD, SpLD etc) together with strategies to promote the effective support of pupils with these disabilities. Support staff also have access to this information. At the beginning of the year, detailed information is distributed securely to subject teachers on each pupil with additional needs/disabilities. This information outlines the pupil's strengths, difficulties and strategies for supporting the pupil in the classroom.
- c) There is a regular programme of training for LSAs/RSIAs to develop their skills in supporting pupils with additional needs. There is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:
  - d) Sensory Service;
  - e) Speech and Language Therapy Service;
  - f) Occupational Therapy Service;
  - g) Children's Physiotherapy Service;
  - h) Healthy Young Minds (HYMs);
  - i) Psychology Service.
- j) Close links are established between Hazel Grove High School and Heaton Special School and there is a sharing of expertise and training between the Learning Support Department at HGHS and staff at Heaton School. Occasionally pupils from Heaton School attend HGHS for various levels of inclusion.
- k) Robust systems are in place to ensure the smooth transition of pupils from Primary Schools to Hazel Grove High School. Liaison and the sharing of information regarding disabled pupils with an EHCP or on SEN Support usually begins with the SENCo from HGHS attending the Year 5 transfer review at the Primary School. Further meetings are then arranged during Year 6 and additional visits to HGHS during the Summer Term prior to transfer are arranged for the pupil. HGHS staff also liaise with parents and the Primary staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil. The SENCo works

closely with the Pastoral Team in the organisation of tutor groups for the Year 7 classes and special consideration is given to the placement of any disabled students.

- l) All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. A School Minibus was purchased by the Parent-Teacher Association – this is fully accessible for all pupils, including wheelchair users. This is regularly used by pupils and staff in the Resource Centre for trips and visits.
- m) Subject Departments have developed a bank of resources to ensure that work is appropriately differentiated and accessible to all pupils, including those in the Resource Centre. Work in this area is ongoing and further development and adjustments are needed according to changes in the taught curriculum.
- n) We aim to ensure that the curriculum at KS4 is appropriate and accessible for all learners. This has included the development of alternative routes of accreditation for KS4 students in the Resource Centre, including: Entry Level Awards in Maths and English; ASDAN Transitional Challenge and Bronze Award and a range of Life Skills Development activities.
- o) The physical layout of the school presents some difficulties for non-mobile pupils. In particular, it is not possible for them to access the first floor in East Building (Humanities and English) and the first and second floor in West Buildings (Modern Foreign Languages and ICT). However, where necessary, the timetable has been adjusted to provide a ground floor room for these subjects. Ramps have been built around school to allow access to all buildings and adjustments have been made to certain classrooms in Science, Food Technology and Resistant Materials to ensure that students with physical disabilities can access the lessons (e.g. rise and fall tables, alternative seating etc.) In recent years, additional ground floor classrooms, including a computer room, have been created in West Building.

## **9. Areas for Development:**

- a) Ongoing training and INSET for staff to ensure appropriate differentiation of **all** work across the curriculum;
- b) detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- c) Increasing inclusivity in the classroom, especially with respect to students from the Resource Centre having the opportunity to work more closely with their mainstream peers when in the classroom, rather than working exclusively with the RSAs.

## **10. 1C: Views of those consulted during the development of the plan**

- a) For pupils with an EHCP or those on SEN Support, the views and aspirations of pupils are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the pupils' points of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.
- b) This consultation process is ongoing and action is taken to overcome any barriers to learning that are raised.

## **11. Making it happen**

### **12.2A: Management, coordination and implementation**

- a) The governing board has responsibility for the school accessibility plan. The progress towards meeting the targets set in the plan will be reported on it annually through the Governor's report to parents. This plan, together with the school's SEN School Offer, will be reviewed and revised annually by the Learning Support Department in consultation with disabled stakeholders and representatives of the Senior Management Team and the Governing Board.
- b) *"Overall responsibility for the school's accessibility plan lies with the governing board, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, dinner staff, the SENCO, the premises manager, curriculum coordinators and heads of department, administrative staff and governors themselves."*

### **13.2B Getting hold of the school's plan.**

- a) The Disability Equality Scheme and the Accessibility Plan for Hazel Grove High School is available on the school website. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

### **14. Areas for development:**

- a) Ensure that all school plans reflect priorities for developing access for disabled pupils, including the School Improvement Plan, Asset Management Plan, School Evaluation Form, Health and Safety Policies and other School and Departmental Policies



## **15. Appendix 1**

### **16. Hazel Grove High School Access Plan – November 2018**

- a) At Hazel Grove High School we are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:
- b) Increasing the extent to which disabled pupils can participate in the school curriculum
- c) Improving the physical environment of the school
- d) Where appropriate, improving the delivery to disabled pupils of information, which is already in writing to pupils who are not disabled.
- e) This Plan is underpinned by the following features of the school:
- f) There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- g) The Special Needs Coordinator (SENCo) and Pastoral Team have sufficient liaison time for agencies, support staff and families
- h) As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- i) We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- j) We have a robust system in place for transition, transfers and re-integration of pupils. This includes gathering and sharing accurate information on the pupils' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

### **17. Audit of Existing Provision**

#### **18. 1A Curriculum**

- a) We believe that we are successful and effective in the following areas:
- b) obtaining detailed and accurate information on future pupil population to facilitate advanced planning and ensure a smooth transition
- c) liaison with external services and agencies to facilitate multi-agency working where appropriate regarding individual pupil's needs (physical, sensory, learning, behaviour)
- d) using specialist teaching to support learning and progress
- e) high quality pastoral and inclusion support
- f) ensuring that detailed pupil information available to staff to enable them to meet needs effectively
- g) organising LSA/RSIA deployment to cover a mix of curriculum needs

- h) ensuring that Access Arrangements are in place where appropriate for external examinations (Extra Time / Reader/ Amanuensis etc)
- i) establishing a bank of some specialist resources available to support specific needs (AlphaSmart, scissors, rulers, ICT software)
- j) setting clear learning objectives in each lesson and making sure that these are clear to all pupils
- k) undertaking rigorous monitoring and target setting across the curriculum for all pupils
- l) ensuring that pupils involved in target setting for IEPs relating to specialist teaching
- m) using 'P Scales' where appropriate to measure the progress and achievement of specific pupils and set attainable targets with high expectations
- n) encouraging and supporting the development of clear, well presented visual aids and word walls in classrooms to support the learning of all
- o) encouraging the use of writing frames to give structured support with writing
- p) ensuring that school visits and trips are accessible for all pupils
- q) using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- r) smaller number of pupils in the 'Supported-Learning' Group in Years 7 and 8
- s) smaller teaching groups in Technology
- t) peer tutoring and 'buddy' systems – e.g. Fit for Reading / Fit for Figures (Year 10 and Year 7); Shared Reading in the Resource Centre (6<sup>th</sup> Form and Resource Students)
- u) development of mutual support and understanding between colleagues in working with pupils with disabilities

## **19. 1B Physical Access**

- a) The following is in place:
- b) wheelchair access to the Ground Floor of all Buildings (with ramps where appropriate)
- c) wheelchair access to West Dining Room via a ramp
- d) disabled Parking Spaces (2 in West Car Park, 1 in East Car Park). Dropped kerbs to facilitate wheel-chair access
- e) separate, safe Drop-Off and Pick-Up area for Taxis / parents for Resource Centre
- f) disabled toilet facilities available in the Resource Centre, West Male Staff toilets and in East Building to cater for individual requirements, either physical or emotional, that afford dignity to the user
- g) washing and changing facilities available (with hoist) in Resource Centre,
- h) adapted furniture in Science, Technology and Computing to meet the needs of all learners – e.g. rise and fall tables and work areas
- i) adequate space to meet with parents and carers available
- j) space for small group work and individual work for targeted learners
- k) availability of storage for equipment and personal possessions
- l) development of a physical environment that is safe and welcoming. Each individual may see themselves reflected in displays around the school
- m) carpeting to facilitate favourable acoustics in MFL classrooms and elsewhere

- n) 'Sanctuary' area to provide a safe-haven for vulnerable pupils at lunchtimes
- o) labelling of equipment in Science Laboratories and Technology Workshops so that pupils can find their way around more easily
- p) handrails on stairs where appropriate
- q) the creation of recent additional ground floor classrooms in West Building
- r) further development of the rooms and facilities in the Resource Centre to better accommodate the increased number of students.

## **20. Information Access**

- a) Visual timetables and information supported by signs/symbols for targeted pupils
- b) Home-school liaison books for targeted pupils
- c) 'Lesson diaries' used with Resource Base pupils to provide ongoing information to parents on the pupils' progress and curriculum and also to relay and information /updates from home
- d) Interpreter arranged for meetings and reviews where needed

### **Appendix 2 – Hazel Grove High School Access Plan – November 2018 to October 2021**

<b>Area</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Goals Achieved</b>
<b>Curriculum</b>	To deliver training for teachers on differentiating the curriculum and including all students, including those from Resource Centre, in the classroom. Training on P Scales.	Departments identify specific topics for further differentiation in their Departmental Development Plans and focus on these.	Teachers more able to meet the requirements of disabled pupils' needs with regard to accessing the curriculum	Increased access to the Curriculum. Increased focus on development of skills in literacy
	Regular cycle of disability awareness training for pupils, staff and governors	Use of citizenship/PHSE programme to raise awareness in pupils - INSET training and guidance for staff and governors	Increased acceptance and understanding of disability / awareness of duties under the DDA / improved access to the curriculum for disabled pupils	All staff / governors aware of their duties regarding disability / Pupils understanding, awareness and tolerance increased
	Further development and implementation by teaching staff of a range of teaching methods and styles to meet the preferred learning styles of all learners and also a range of needs and disabilities	Sharing of good practice and expertise across departments / peer coaching and mentoring / opportunities for INSET and training in meeting a range of needs / disabilities	Learners are more engaged in their learning and able to access to curriculum with greater success	Pupils more engaged and enthusiastic in their learning. Pupils make good / outstanding progress
	To establish information showing how well disabled pupils are accessing the curriculum and to identify and overcome any barriers to learning	Lesson observations / work scrutiny / feedback from teachers and support staff	Targeted removal of barriers to learning through School / Departmental Improvement Plans	Improved access to the curriculum for disabled pupils
	To monitor and celebrate the achievements of disabled pupils in extra-curricular activities	'Wall of Achievement' in Resource Centre and Learning Support Department	Celebration of wider success and achievement of disabled pupils	Improved self esteem of pupils
	To achieve appropriate access to ICT which will enhance / support learning	Reliable PCs and relevant specialist software available in Resource Centre and Learning Support Department	Pupils able to access specialist software on a regular basis in order to build skills and expertise	Increased progress of pupils/raised self-esteem/ development of alternative methods of recording
<b>Physical Access</b>	To incorporate appropriate colour schemes when refurbishing, which will benefit pupils with visual impairments	Advice from LA Sensory Support Service on appropriate colour schemes /visual markers etc	Classrooms are made more accessible to visually impaired pupils – but benefits all pupils	Physical accessibility of the school improved
	To give consideration to colours and design of signage around school and implement best practice in this area as changes are made	Colour-coded systems can be more easily read / Visual support or symbols also used where possible	All pupils, staff and visitors benefit from improved clarity of signage	Physical accessibility of the school improved
	To create favourable acoustic environments when refurbishing to benefit pupils with hearing impairments	Advice from LA Sensory Support Service on carpeting / wall coverings / display boards etc	Classrooms are made more accessible to hearing impaired pupils – but benefits all pupils	Physical accessibility of the school improved
<b>Access to</b>	To offer written information in	School makes itself	If needed, the	Delivery of

<b>information</b>	alternative formats when appropriate	aware of the services available through LA for converting written information into alternative formats	school can provide written information in alternative formats	information to disabled pupils and parents improved
	Information regarding support for students with additional needs / disabilities freely available on School Website, linked to information on wider services and support for pupils and parents across Stockport.	Clear and easily accessible information on School Policies and support for learners on the school website.	Parents and pupils able to easily find the information they need	Parents feel supported and confident that they can find the information they are seeking