



**Hove Park School
Accessibility Policy and Plan**

Date Ratified: 21.03.2016	Frequency of Monitoring Report:	Frequency of Review:	Next Review Date:
	18 month monitoring update to Governing Committee which should include a review with both the Link Governor and a student panel	Every 3 Years	Spring 2019
Governor Link:		Staff Link:	Governing Committee:
Helen Davies		Amanda Meier Asst. Head/Executive SENCO	Behaviour and Support

Accessibility Policy and Plan

Introduction

Hove Park School strives to offer a welcoming environment in which pupils thrive and want to do their best. We want all students to enjoy school, to be challenged to achieve their very best so that they can reach their full potential in life beyond school.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students matter.

This plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Contextual Information

Hove Park School is a split site school. Key Stage 3 (years 7-9) are located at the Valley Campus in Hangleton Way, Hove. Key Stage 4 and the Sixth Form (Key Stage 5) are located on the Nevill Campus in Nevill Road, Hove. Both sites have limited accessibility for wheelchairs because of the nature of the buildings. Both sites have a wheelchair lift, but these do not provide access to all parts of the building. Disabled toilets are available on the ground floors of both sites.

The main entrance to both sites have level access however access to other areas of the school at both sites, contain steps.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils and parents who have a hearing and/or visual impairments.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all students. We aim to meet every child's needs within inclusive classes where at all possible.

It is a core value of the school that all students are enabled to participate fully in the broader life of the school. Consequently, we strive to enable all students to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Improve staff knowledge and understanding of pupil disabilities	SEND department will continue to maintain One Page Pupil Profiles and an SEND register, detailing individual needs	On-going and as required	SENCO/Asst. SENCOs	SEND Register and One Page Pupil Profiles regularly updated
Ensure Teaching Assistants have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO/Asst. SENCOs Teaching Assistants	Raised confidence of support staff
Ensure up to date, user friendly, secure access to the school's SEND register and One Page Pupil Profiles, Looked after children and other related information	Staff access to the school's network Staff training in the use of SEND Information prepared by the school Explore more efficient and effective ways of communicating information about pupils to staff	On-going	SENCO/Asst. SENCOs	All staff aware of individual needs
Wherever possible, all educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Head Teacher All staff	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	Lead Teacher for PE	All to have access to PE and be able to excel
Adhere to requirements of the Disability Equality Duty	Governors to formally accept the School's accessibility Policy and Plan. Staff and Governors to review the Disability Equality Policy	Ongoing	Governors and all staff	Ratified policy reviewed and in place

Improving access to the physical environment of the school

Hove Park is a large school; many parts of the school are inaccessible for wheelchair users because buildings were erected before accessibility was a requirement by law.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We keep resourced provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	On going	Head Teacher Governors All teaching and support staff	One Page Pupil Profiles in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable
Ensure access to Reception areas for all	Reception areas to have level access on the ground floor Reception areas to have space and clearance to allow for wheelchair users Reception area to have signs that are clearly visible and are written in accessible language Reception area desks meet regulation recommendations in terms of appropriate height.	On going	Head Teacher Governors Site Manager	All visitors can easily access reception areas on both sites.
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	IT Team	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access (School House excepted) Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
The delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	School Office SEN Team	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO /Asst. SENCOS	Staff produce their own information
Annual review information to be as accessible as possible	Develop student friendly review formats	On-going	SENCO/Asst. SENCOS	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	On going	EAL co-ordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parent	SENCO/Asst. SENCOS EAL co-ordinator	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2014	School Office	All can access information about the school

