



Harborne Academy Accessibility Plan

Policy Owner- J.Foster

Date of review – March 2017

Next review- March 2018

Harborne Academy Accessibility Plan 2016/17

Introduction

The SEN Code of Practice and Disability Discrimination Act extended the Disability Discrimination Act 1995 (DDA) to cover education. The academy has identified 3 key duties towards disabled pupils, under part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
3. To plan to increase access to education for disabled pupils

The plan sets out the proposals of the academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA

A Increasing the extent to which disabled pupils can participate in the academy curriculum

B Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education

C Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

It is a requirement that the academy Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported annually. At the end of this document is the academy action plan and detail showing how the academy will address the priorities identified in the plan.

Context

Harborne Academy is a comprehensive co-educational school for pupils from 11-18. The academy is based in a purpose built building that was constructed in 2013. This building is on three storeys. All learning takes place within one building. The academy does have two hard standing areas which are used by the PE department and at social time.

The academy is committed to offering an inclusive curriculum to ensure that best possible progress for all of our pupils whatever their needs and abilities. Not all pupils with disabilities have Special Educational Needs and not all pupils with SEN meet the definition for disability. This Accessibility Plan covers all of these pupils.

The Accessibility Plan exists to ensure the academy fulfils providing wide ranging opportunities for all where every individual in the community is valued so that the academy develops moral values, confidence and resilience.

Harborne Academy Curriculum

The academy provides a broad and balanced curriculum that fulfils all statutory requirements. The school's curriculum policy gives a clear overview of the pathways throughout the school. The curriculum is developed from Skills School in Year 7/8 which develops pupils learning skills and allows them to apply them more independently within Year 9. In Year 10 the pupils have the opportunity to work towards a more personalised curriculum through the options process. Throughout their time at Harborne all pupils will be supported within the academy environment to

have full access to the broad and balanced curriculum. High Quality First Teaching and the Harborne academy charter mark places clear expectations on pupils and staff alike to make progress. Where pupils are facing challenges within the curriculum it can be adapted and supported in a number of ways:

- The allocation of Teaching Assistants to support specific needs
- Strategies employed within the classroom that personalise and support lesson delivery
- Small group or individualised teaching
- Pre/post tutoring sessions
- Adapted specialist sessions e.g. PE

In order to support the needs of all learners the academy also promotes:

- Differentiated learning
- Use of alternative / additional technological resources e.g. lap tops

For some learners there may be a need to apply for additional support during examinations. The academy monitors the needs of its learners so that appropriate applications can be submitted to relevant examination boards. No pupil in the academy should be disadvantaged through their needs during formal examination processes. The academy can choose to apply for additional support for:

- Additional time
- Access to a scribe
- Access to a reader

The academy may also make the decision to offer pupils:

- An alternative environment in which to sit exams
- Access to supervised rest breaks

All pupils within the academy have access to careers advice. This is delivered through the curriculum and more personalised meetings with specific staff members. In order to make appropriate transitions pupils with disability will have regular sessions with an independent careers advisor.

The academy has a clear direction that no pupil will be withdraw from curriculum entitlement based on their disability.

Harborne Academy Facilities

The Harborne Academy was built and opened in 2013 and so the school benefits from all up to date access requirements. All entrances to the school building are on level access and the main school entrance is based on an automatic door that provides access for wheelchairs and disabled users, there is no requirement for users to have to physically push/pull a door to get access. All entrances to the building are designed to accommodate wheelchairs and all areas are sloping without any necessity to move level.

Outside the hard play areas can be accessed by sloping concrete ramps and handrails so all pupils can have access to these.

The academy is designed on three floors. All of the floors are accessible by a lift and keys to the lift are held by identified member of staff. All pupils can access specialist areas of PE, Design Technology & Science. The corridors within the academy are designed to support pupils travelling around the

school site, however, where deemed necessary some pupils may travel between lessons at staggered times.

Specialist areas will have their own risk assessments that are regularly reviewed and link into the accessibility plan. The Science department has risk assessments for all the types of experiments it conducts.

The Design & Technology classroom allows equal access to all by providing a physical environment for all learners. The department has height adjusting tables and seats to allow all pupils to safely and effectively use tools. Portable power tools are in operation that support pupils with physical and visual impairments and steps are used to allow access to the laser cutter.

Where a department requires additional support to meet the needs of learners, additional resources can be provided through Teaching Assistant support. Health & safety is paramount within the academy and, where appropriate, tasks/equipment used can be modified to determine accessibility for all learners.

The academy provides disabled access to toilets throughout the building. There are six disabled toilets which are all fitted with emergency call buttons. There are showering and changing facilities within the PE department.

Where there is a need to provide additional specialist equipment for individual pupils this can be done with conjunction with the local authority and CRISP funding can be applied for.

Where there are additional risks for the pupil the school will complete and enhanced risk assessment and for identified pupils PEEP's are in place to support with emergency evacuation procedures.

The school has a clearly identified medical room which is monitored by a qualified member of staff with the relevant First Aid at Work Qualification.

The school library is designed so that all books are at an appropriate height for all users and can be accessed accordingly.

The school has a portable hearing loop device which can be used in a variety of areas of the building to support all stakeholders with sensory needs.

Improving Communication

Pupils with identified visual disability are supported in class by production of resources with increased font size. The academy also works closely with the Visual Impairment Service in order to develop best practice for pupils.

Staff have the ability to use visual aids with pupils so that ideas can be best shared.

Pupils can be allocated a key worker who will hold regular mentoring sessions. These mentoring sessions allow pupils the opportunity to share concerns/worries with the staff member.

The academy regularly communicates via the school website, letters, text messages and phone calls. The academy provides a termly newsletter to share information.

Harborne Academy Accessibility Development

Curriculum Development

Development	How	Reviewed by	Impact
To increase the quality of PE provision to support pupils with PD further	Purchase of appropriate resources Develop links with OT team In house training for PE staff to work with a range of PD pupils	Sep 2017	Improved progress for pupils with identified PD
To use additional aids to improve communication for learners with sensory difficulties	Purchase and train staff in the use of microphones CPD for staff around use of visual resources	June 2016	Improved progress for pupils with identified PD
To improve the quality of independent written work for pupils with PD	Train staff to scribe purchase appropriate writing materials e.g pens/sloping boards Increase the use of technology in lessons e.g lap tops/voice recognition software	Dec 2017	Pupils develop increased independent skills
To support learners through curriculum transitions	Access to careers guidance Key workers in place to support consistent timetabling and rooming	Sep 2017	Smooth transitions for learners with positive experiences of change

Facilities Development

To complete a whole school audit on the access to the academy and specialist areas	Audit completed with facilities team	Oct 2017	School has an understanding of any modifications that need to be made
To review pupils PEEP documentation	Completed and monitored by key workers, information shared with staff	June 2017	Pupils can effectively exit the building in case of emergency