



ACCESSIBILITY PLAN

2022-2025

THE HAMMOND SCHOOL LTD., MANNINGS LANE, CHESTER, CH2 4ES

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The Hammond is committed to full inclusion and regularly reviews how accessible the curriculum and training is for all pupils and students. Schedule 10 of the Equality Act 2010 requires schools to have a three-year accessibility plan and to regularly review, as well as to have a senior member of staff to have oversight and to disseminate to all staff. The member of staff must review, revise and implement the plan. The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice (2015) and the Children and Families Act (2014). These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

(a) increasing the extent to which disabled pupils can participate in the school's curriculum

(b) improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school, and to take advantage of education, benefits, facilities and services provided or offered by a school

(c) improving the delivery and provision to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Hammond is a diverse and inclusive community that focuses on the wellbeing and progress of every pupil and student and where all members of our community are of equal worth. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all 'achieve their very best' and can achieve well and lead happy and fulfilled lives (SEND COP 2015). The Hammond is a centre of excellence in learning, where all pupils and students, including those with disabilities, are supported and challenged to fulfil high ambitions. The school's SEND policy plays a substantial role in guiding the school's continually developing provision for students with special educational needs and disabilities.

Accessibility plans should include intentions for improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities and services provided or offered by a school. Even where all appropriate provision could be claimed to be well established, the school should still have some form of plan with additional developments. 'Disabled pupils' for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

The Equality Act 2010 retains the previous definition of disability: 'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

The Hammond must:

- not treat disabled pupils less favourably;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

The duty to make 'reasonable adjustments' does not include a duty to change physical features. From 1 September 2012 it does include a duty to provide auxiliary aids and services: 'where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, [a duty] to take such steps as it is reasonable to have to take to provide the auxiliary aid'. There are no generic answers as to what is a reasonable adjustment. The duty is always child specific and context specific.

The legal definition of 'disability' expressly excludes certain conditions: a tendency to set fire, steal, physical or sexual abuse of other persons, exhibitionism and voyeurism. This has the effect that a pupil with a disability is not protected by the Equality Act in relation to these specific behaviours – with one exception. Where a tendency to physical abuse of others is part of a disability (eg an autistic child who lashes out at care staff), this is not excluded; such a pupil has the usual degree of protection afforded by the Equality Act, namely the school must make reasonable adjustments to avoid putting them at a substantial disadvantage, eg adjustments to the Behaviour Policy and to avoid the behaviours arising (eg de-escalation strategies, supervision, staff training). Indirect discrimination can be justified where it is a proportionate means of achieving a legitimate aim. Tattoos, piercings and addictions to alcohol, nicotine and other substances are also expressly excluded from the protection of the Equality Act.

The aim of this policy and plan is to ensure all students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

The objectives of this plan are:

- To ensure all disabled pupils and students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled pupils/students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils/students.

All staff are responsible for identifying and removing barriers to learning for disabled pupils.

- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Principal is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

The Hammond's SENDCO is the member of staff with oversight of this policy and plan.

1. ACCESS TO THE CURRICULUM: <i>increasing the extent to which disabled pupils can participate in the school's curriculum</i>							
ACTION:	EXPECTED OUTCOME:	COMPLETION:	RESOURCES:	2022-3 RAG	2023-4 RAG	2024-5 RAG	PROGRESS COMMENTS:
Continued training and accreditation of SENDCO. Regular training opportunities for staff of SEND and appropriate teaching and learning strategies.	Expertise and able to disseminate to staff	2021	Regulatory bodies SENDCO courses.				New SENDCO in place (Spring Term 2022)
Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO consults the student and parents about proposed flexible arrangements.	All pupils/ students to be able to reach potential with support.	2021 and ongoing.	SEND Code of Practice.				
Identification of SEND at a very early stage through close liaison with Primary Schools and other settings, supported by individual provision maps, strategy sheets and the SEND register.	Early intervention where needed.	October every year.	Primary Schools and other settings.				

Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.	Fully informed staff to provide expert care and guidance.	On going.	SENDCO; Vice Principal (Director of Teaching and Learning)				
Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals	Full support for all learners.	2021	SENDCO; Vice Principal (Director of Teaching and Learning); Vice Principal (Student Support)				
To provide 1-2-1 support for pupils with additional needs; class room teachers/ practitioners to ensure Quality First Teaching for all pupils/ students	Focused learning and improved progress	On-going	SENDCO; Vice Principal (Director of Teaching and Learning)				
All departments to have completed schemes of work that include differentiated activities	Differentiation by task to challenge more able and to ensure inclusivity	December 2020	Relevant departmental support networks; Curriculum Leaders; Vice Principal (Director of Teaching and Learning)				
Audit pupil needs and abilities	To collate CAT4 scores and make data available to staff; create Flight Paths	October every year	Vice Principal (Director of Teaching and Learning); SENDCO				

	for each subject, enabling target setting for each academic year; baseline testing and target setting						
Access arrangements reviewed and co-ordinated by the SENDCO	Improved access for examinations	Annually	SENDCO				
Communication with parents to support assessments for pupils who may have additional needs	Early help intervention	Ongoing	SENDCO				
Identification of high CATs scores for MAT pupils; creation and supervision of MAT record by Vice Principal	Class groupings and teacher knowledge of differentiation strategies	October every year	SENDCO; Vice Principal (Director of Teaching and Learning)				
Regular meetings and briefings regarding SEND and MAT	More informed staff; opportunity to share practice	On-going	SENDCO; Vice Principal (Director of Teaching and Learning)				
Listening to student and parent/carer views and considering them in all aspects of school life.	More informed staff	On going	SENDCO; Vice Principal (Director of Teaching and Learning)				

Create and disseminate information regarding SEND and MAT to staff (available on shared server)	More informed staff	November 2019	SENDCO; Vice Principal (Director of Teaching and Learning)				
INSET training to focus on SEND and MAT	More informed staff; opportunity to share practice	Spring 2020	SENDCO; Vice Principal (Director of Teaching and Learning)				
Department Reviews, work scrutiny, and pupil voice focus on SEND and MAT	Audit of skill; support programmes for staff	On-going	SENDCO; Vice Principal (Director of Teaching and Learning)				
Separate access arrangements in place for public examinations and in-class assessments	Improved inclusivity for examinations	Summer 2020	SENDCO; Exams Officer				
Laptops with support packages available for SEND pupils for examinations and, where possible, during lessons	Improved inclusivity	January 2020	IT Support; SENDCO				
Liaison with external agencies and counsellors	Improved wellbeing and mental health	On-going	Vice Principal (Director of Student Support)				
Appointment of school nurse	Improved wellbeing, mental and physical health	Spring 2020	Principal; Vice Principal (Director of Student Support)				
Supporting pupils/ students with injuries	Inclusivity through 'buddy'	December 2020	Vice Principal (Director of Student Support); Pastoral				

	system; Pro Physio rehabilitation plan		Leaders; Injury Co-ordinator				
On-going training of staff regarding SEND	Improved staff awareness	On-going	SENDCO				
Discussion and communication with parents of pupils with EHC; shared with staff (including KCSIE 2023 guidance for more support for staff).	Early help intervention	June every year	SENDCO				
A structured and dedicated Y6/7 transition programme for vulnerable students, supported by student support team	Early help intervention	June every year	Transition Co-ordinator and Lower School Pastoral Support Manager				School Pastoral Manager has taken lead.
Multi-agency support coordinated by the school's student support team.	Early help and specialist intervention	On going	Vice Principals				
2. ACCESS TO THE PHYSICAL ENVIRONMENT: <i>improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school, and to take advantage of education, benefits, facilities and services provided or offered by a school.</i>							
ACTION:	EXPECTED OUTCOME:	COMPLETION:	RESOURCES:	2022-3 RAG	2023-4 RAG	2024-5 RAG	PROGRESS COMMENTS:
To review all audition and application forms/ processes to ensure inclusivity	Fully accessible literature and compliance with 2010 Equality Act	January 2021	Registrar; Vice Principals				

Wheelchair access to all buildings	Fully accessible site	Spring 2020	Support Services Manager; Facilities team				Hoole Bank House First Floor not accessible
Audible and visual fire alarms and regular tests	All pupils and staff safe on site	September 2019	Support Services Manager; Facilities team				
A lift giving access to the first floor of the PAC.	Fully accessible site	September 2019.	Support Services Manager				
Currently there are three classrooms on the upper floor of Hoole Bank House that are not wheelchair accessible.	Fully accessible site	2022	Support Services Manager				
The medical room in Hoole Bank House is not accessible.	Fully accessible site	2022	Support Services Manager				
On site boarding facilities to provide fully accessible boarding.	Fully accessible site	2022	Support Services Manager				
Accessible toilets in all pupil/ student buildings	Fully accessible site	September 2019	Support Services Manager				
Accessible car parking spaces	Fully accessible site	September 2019	Support Services Manager				
Doorways and corridors accessible for disabled students, staff, visitors	Fully accessible site	January 2019	Support Services Manager				
Risk assessment for injured pupils/ students/staff for evacuation of buildings	Fully accessible site	January 2019	Support Services Manager; Vice Principals; Head of Boarding; Injury co-ordinator				

3. ACCESS TO INFORMATION: <i>improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled</i>							
ACTION:	EXPECTED OUTCOME:	COMPLETION:	RESOURCES:	2022-3 RAG	2023-4 RAG	2024-5 RAG	PROGRESS COMMENTS:
To adapt audition and entrance examination for VI support	To ensure those with VI are able to apply	January 2020	Registrar; SENDCO; Vice Principals				
Laptops and other digital technologies. Voice activated software for use in lessons and English Language examinations	Reasonable adjustments made	Summer 2020	Exams Officer; Vice Principals; IT Support				
Readers and/or scribes in exams, where appropriate	To ensure full inclusivity	Summer 2020	SENDCO; Vice Principals; Exams Officer				
To add messages to website to encourage those with additional needs to request	To ensure full inclusivity	January 2021	Registrar; SENDCO; Vice Principals				

adapted literature							
To build links with LA and other agencies to support VI and auditory training and preparation for staff	To improve staff training and awareness	Spring 2021	Vice Principals; SENDCO				
Regular clear and relevant information to parents in home language if required. This includes multi-lingual information on website and application forms.	To ensure full accessibility to information	January 2020	Registrar; Vice Principals				
Audition information to be provided in larger print/ different colours	To ensure inclusivity	November 2020	Registrar; SENDCO				
School responds to access arrangements	To ensure inclusivity	January 2020	SENDCO				

Policy Details

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