



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

Accessibility Plan Policy

November 2024

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Accessibility Plan 2024-27:

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25years, all schools must make reasonable adjustments in order to increase access for disabled students to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

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Mission Statement:

Heworth Grange School, in accordance with our aims and values, works to serve our community by providing an education of the highest quality. We strive to ensure that “Learn to Live” is a reality, promoting the growth of knowledge and learning. At Heworth Grange School we take pride in developing each individual student to achieve their potential and make a positive contribution to society. We provide a safe, happy, and nurturing environment in which we challenge all to strive for personal accomplishment within a broad, vibrant, and enriched curriculum.

At Heworth Grange School, we are committed to developing a culture of inclusion, support, and awareness within the school.

Heworth Grange School, in accordance with the Equality Act 2010, defines a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The following accessibility plan has been produced using guidance from the Equality Act 2010, in order to ensure Heworth Grange School does not discriminate against a student in the way it provides education for the student (including participation in the school’s curriculum), access to the facility and access to information. It is a projected plan for a three-year period, which will be constantly monitored ahead of the review date.

The Accessibility Plan shows how access is provided for disabled students, staff, and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to: -

- Increase access to the curriculum for students with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that students with a disability are equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Provide quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities, and school trips.
- The provision of specialist or auxiliary aids and equipment, which may assist students in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to students, staff, parents, and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents. Where appropriate this document will be reviewed in consultation with Consilium and other relevant agencies.

1. Aims

- Increase access to the curriculum for students with a disability.
- Maintain access to the physical environment. • Improve the delivery of written information to students.

2. Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments, and where possible students. The school works very closely with all parents to establish an effective relationship where the welfare and progress of the child is central. The school is also committed to effective multi-agency intervention. Data regarding students' needs is regularly reviewed with parents/carers of students to ensure alterations are accurate and needs are addressed.

Physical Environment

All students are given the opportunity to participate in a range of in class and extra –curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for students with social/interaction impairment, afterschool clubs for students with physical impairments, school trips for students with medical needs; however, adjustments are made to allow participation where practicable. Access to all areas of the school is possible; all areas have wheelchair access; disabled students have the use of the two lifts and several accessible toilets are available across the school.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for students with a disability. This may require for example but not exclusive to additional practical aids including access to ICT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the student, parents/carer and the relevant teams supporting the student.

All students will be encouraged to increase their participation in ensuring that Heworth Grange School is accessible to all—physically, mentally, and socially. Disabled students are actively involved in school plays and trips. There are no students who do not participate because of accessibility. Facilities such as the Library, Pitstop and the Shared Learning Zone are additionally available for all vulnerable students.

There are regular reviews at student, departmental and school level to help to ensure that:

- progress is monitored.
- successes and failures are shared and inform the next steps.
- the views of students and their parents/carers are sought and incorporated into the reasonable adjustments that the Academy makes.

These reviews are assessed by the use of the students' full and interim reports, discussed on Parent/Carers' Evenings with parents/carers, individual parent/carer meeting and SEND reviews.

Information

Most information regarding the school and student progress is available electronically for parents and students. Information about general school events is available via the school website. Class Charts is a system introduced by the school to allow students to monitor their progress.

The system will be made available to parents to review their child's progress. School staff are always readily contactable by telephone, via the main school office. The school's email address is available via the school website. Parents can email the school and these emails will be forwarded to specific staff, where appropriate. Summaries of student review meetings are always made and kept on file. Parents can request alternative forms of written communication if necessary.

Using the SIMS package and Class Charts to collect information we are able to identify all students with additional needs at every level and also students who have an Education Health Care Plan. We collect and analyse all student data and track student achievement putting in additional support when concerns are identified.

3. Developing the Accessibility Plan

Students are consulted about the school provision through the School Council and other invited students as appropriate.

Staff involvement in developing the plan has been an integral component of the teaching and learning focus which centers on our school's principles. The SEN CO and Heads of Year regularly inform the staff about current strategies concerning groups of students or individuals.

Parents are consulted during termly SEND review meetings; they all acknowledge the contribution made by the School's Support staff.

Teaching Assistants (TA) are employed to help the learning of all students but specifically for those who have problems accessing the curriculum. TAs are an integral part of Teaching and Learning. They are often the initial response to any issues raised by either students or parents/carers. During the school day the TAs are in lessons where extra help is required, around the school at break and lunchtimes and investigate any issues which may arise.

4. Reasonable Adjustments

The effectiveness of the reasonable adjustments varies. The individual students always uniquely looked after. The variety of adjustments could include:

- Additional, regular work experience to allow the student to be involved in real life work but also appreciate the relevance of school-based lessons.
- Leaving the classroom early/late to allow freedom and safe movement around the corridors working in pitstop for a specific period during the day, week, or a longer period.
- When there has been long term illness/injury the collection of work missed and also accommodating the delay in handing in of homework or assignments
- After school and lunch time provision to allow students to keep pace with the learning

5. Contractors & Procurement

Gateshead School Catering service provide catering provision in school. The service strive to ensure students can enjoy the nutritious and delicious school lunch on offer, regardless of any allergies, intolerances or medical diet requirements. We recognise special diets as an extremely important aspect of catering provision, and we aim for all students to enjoy their lunchtime experience, without the worry of being singled out.

If a student has an allergy, intolerance or medical diet, parents/carers will be asked to complete a 'special diets' form to inform catering staff of specific needs. Gateshead School Catering service will liaise with parents/carers as required to ensure a suitable menu is made available.

Students can speak to catering, pastoral or duty staff at any time if they need any support or have any questions.

Accessibility Action Plan

Aim 1 - To increase the extent to which SEND students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

Tasks /Targets	Strategies	Timescale	Responsibility	Success Criteria
To plan and support transition of SEND students	Liaise with previous educational establishments (Primary or secondary as appropriate) To identify students who may need additional to or different from provision.	Ongoing Transition meetings take place (in Year 5 and 6)	SENCO, AHT Transition, Head of Year	Support plan produced and/or review of EHCP.
To review all Statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing Cycle	Headteacher SENCO DHT	All SEND and accessibility policies clearly reflect inclusive practice and procedure
To establish close liaison with parents / Carers.	To ensure parent and student voice is documented in collaboration between school and families.	Ongoing	Support Staff SENCO	Regular review meetings (at least termly) and a clear collaborative approach
Effective close liaison with outside agencies for students with additional needs	To ensure collaboration between all key personnel. Sharing information about the child's needs if appropriate and when necessary.	Ongoing	HOY SENCO	Regular review meetings and sharing of advice/ strategies

Tasks /Targets	Strategies	Timescale	Responsibility	Success Criteria
To ensure full access to the curriculum for all.	<p>Seek advice from specialist services, briefings / CPD for staff and:</p> <p>A different curriculum with alternatives offered if appropriate and practicable</p> <p>Effective deployment of trained support staff</p> <p>Use of ICT equipment when needed</p> <p>Access to additional practical aids,</p> <p>Access to alternative assessment arrangements where appropriate</p> <p>Access to counselling when required</p> <p>Explicit teaching of generalising skills from one context to another</p>	Ongoing	SENCO, Teaching staff HLTAs / TAs Outside agencies	<p>Learning walks</p> <p>Book scrutiny</p> <p>Review meetings</p> <p>Classroom observations</p>
<p>To promote the involvement of students with SEND in classroom discussions/activities when teaching—and ensure at least expected progress made</p>	<p>Give alternatives to enable SEND students to participate successfully in lessons</p> <p>Create positive images of disability within the school</p> <p>To finely review all attainment and progress of all SEND students. Scrutiny of assessment systems and regular liaison with parent/carers and students.</p>	<p>Ongoing</p> <p>At each data capture point</p>	<p>Whole school approach</p> <p>SENCo and AHT</p> <p>HOYs and DHT's</p>	<p>Learning walks</p> <p>Book scrutiny</p> <p>Through student, parent/carers and staff voice, ensure the needs of all represented within school</p> <p>Speed data review</p> <p>Progress made towards targets</p>
To deliver findings to the LAB	<p>Present to link governor as and when requested (and Teaching and Learning Committee)</p>	<p>As required.</p> <p>Meetings with SEND LAB member</p>	SENCO SEND LAB	LAB fully informed about SEND provision and progress

Aim 2 - To improve the physical environment of the Academy.

Tasks /Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve physical accessibility of school	Produce signage directing visitors from the Main Car park to Reception and ensure the provision of Accessible car parking spaces for visitors	Complete	BSO & Site Manager	Clear Signage
	Produce signage to make ALL internal areas more accessible to users with disabilities. Including: Stairwell signs Directions signs Classroom signs Accessible maps of building layout Accessibility information available for visitors (including large print format).	Complete	SLT & Premises Staff	Signs produced and fitted
	Ensure appropriate training takes place: for Teaching and LSA staff in best Practice for students with audio and visual Impairments. Response to emergency cord being pulled in disabled toilets.	Complete	SLT and SENCo	Training delivered

Tasks /Targets	Strategies	Timescale	Responsibility	Success Criteria
To ensure that the medical needs of all students are met fully within the capability of the school	Parental /student liaison, liaise with external agencies, agencies, identifying training needs and establish individual protocols where needed.	Under constant review	BSO HOY Admin Staff	Range of needs met within school's capability.

Aim 3 - To improve the delivery of information to students with SEND and parents of children with SEND.

Tasks /Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure access to information by parents, staff and visitors.	Communicate with parents in a format that is appropriate for them.	Ongoing	Office staff and Head of year	Parent/Carer feedback indicates they feel well informed
Improved access to written information for students.	Providing in class support such as appropriate font size, overlays, IT support etc., including books in the school library. Ensure signage around the school is accessible.	Ongoing	SENCo, TAs Teaching staff	Students have improved access to written information Students making appropriate progress Students included in the school community