

## The Hollies Pupil Referral Unit

# ACCESSIBILTY PLAN

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2017  
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2020

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# THE HOLLIES

## Accessibility Plan

### 1. THE HOLLIES Ethos, Vision and Values

#### 1.1 Disability Accessibility Mission Statement

- At THE HOLLIES we are committed to ensuring equality of opportunity for: students with disabilities in relation to education and associated services;
- staff with disabilities in relation to employment rights, conditions and opportunities;

and all parents and members of the local community with disabilities in relation to additional services offered by or at THE HOLLIES.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by THE HOLLIES.

In particular, the achievement and participation of students and students with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments in relation to teaching and learning and wider aspects of THE HOLLIES life to make sure that the educational environment is as accessible as possible.

We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to access to the curriculum, access to information for both students and their parents and access to THE HOLLIES buildings, its facilities and amenities for all.

We will seek to foster a positive response to disability among all members of our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

At THE HOLLIES, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of disability.

#### **The Disability Equality Duty (DED)**

##### **Background Information**

##### **Definition of disability**

The Disability Discrimination Act of 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Disability Discrimination Act of 2005 has extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

##### **The Duty**

The Disability Discrimination Act of 2005 places a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;

- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This general duty is also known as the Disability Equality Duty (DED).

A specific duty under the 2005 legislation requires all schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle. This is the substance of the rest of this document.

## **The Disability Equality Duty (DED)**

### **1.2 THE HOLLIES' Strategic Priorities**

THE HOLLIES are committed to achieving a level of excellence which ensures the success of every student. Ensuring the success of every student requires students who are responsive to learning, staff who are committed to the success of all students, and all parents to be supportive of the educational process.

#### **Mission Statement**

'To develop the partnership of THE HOLLIES, students, parents and the wider community to ensure an outstanding learning experience for everyone.

#### **THE HOLLIES Aims**

THE HOLLIES aims to prepare its young people for life and to equip them for citizenship'.

The successful realisation of these overall aims will be through:

- improving the quality of teaching and learning which is fundamental to improving motivation, raising levels of achievement and generating a desire to learn for each individual;
- a) THE HOLLIES aim to provide equal opportunities for all to develop their individuality and realise their potential.
- the delivery of the National Curriculum Programmes of Study, the setting of targets and the process of Assessment Recording and Reporting;
- b) THE HOLLIES aim to enable students to acquire the knowledge, skills and understanding relevant to their present and future needs.
- recognising that each student is a complex individual with a wide range of different skills, abilities and interests and the need to develop the whole individual;
- c) THE HOLLIES aim to foster qualities of creativity, imagination, independence, spirituality and aesthetic appreciation.
- recognising that for any individual to thrive and to show initiative they must feel secure and valued;
- d) THE HOLLIES aim to provide a happy, secure and caring environment in which everyone can develop confidence, self-respect and self-esteem.
- recognising that society as a whole has an important contribution to make in realising these aims;
- e) THE HOLLIES aim to enhance the educational and social development of students through partnership with parents and the wider community.

### **1.3 Strengths & Weaknesses**

THE HOLLIES recognises that it has both strengths and weaknesses upon which to improve to ensure that all students, staff, parents, visitors and volunteers are not discriminated against due to their disability.

#### **Strengths**

Academic mentoring  
 Pastoral support system and staff  
 Physical environment  
 Accessibility  
 Timetabling of students to accessible classrooms

#### **Weaknesses**

Involvement in extra-curricular activities  
 Identification of disabled parents / carers  
 Physical environment  
 Accessibility  
 Promotion of disability awareness in the curriculum

where required

Sensitivity in which THE HOLLIES address the issue of disabilities

Special resources available i.e. height adjustable cookers, physiotherapy rooms

Consultation with external agencies

THE HOLLIES literature asking about disability / promoting the welcoming nature of the School

SEND staff and resources

Counselling services

Communication via website / newsletters

## **2. The General Duty**

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of School life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for THE HOLLIES.

### **2.1 A Stakeholders' focus group**

Develop a focus group as necessary.

## **3. The Specific Duty**

### **3.1 Involvement of Disabled People in Developing the Scheme**

THE HOLLIES have consulted disabled students, staff, parents and disabled members of the community who may use THE HOLLIES facilities, through:

- involvement of student representatives
- communication in the THE HOLLIES 'HERALD' newsletter
- consultation with external agencies

Examples of appropriate adjustments already made by THE HOLLIES are:

- Ramps and railings provided into buildings
- Substantial investment into ICT provision
- Disabled students to be timetabled appropriately i.e. appropriate classrooms
- Consultation with parents of disabled students prior to admission to begin planning arrangements
- Additional SEN Learning Support Assistants provided as required
- appropriate parking
- disabled toilet

THE HOLLIES records identify all students with SEN and/or a disclosed disability and records of their progress are kept. Any individual feedback from students, parents or carers regarding specific actions taken to involve students and the outcomes that have been achieved are recorded on the student's file.

THE HOLLIES recognise that students with a disability may face a range of barriers and discrimination. We will, wherever possible, endeavour to remove any barriers to disabled students, even if this means treating the student more favourably. THE HOLLIES do not tolerate discrimination or bullying on the grounds of disability.

### **3.2 Developing a voice for disabled students, staff and parents/carers**

THE HOLLIES are committed to involving disabled students, staff, parents and carers in review meetings of this policy. The focus groups developed under section 2.1 will meet on a regular basis, no less than annually, and individuals will continue to be consulted, to further develop and monitor an action plan.

### **3.3 The Management Committee**

All nominations received to become a member of the Management Committee of THE HOLLIES are treated equally. Disabled representatives are welcomed and proceedings are made accessible. The Management Committee are accessible to all parents and their contact details are made available. Regular articles in the school newsletter clarify the Management Committee's role and explain how it contributes to the life of the School.

### **3.4 Removing barriers**

THE HOLLIES continue to be proactive in removing barriers to disabled students and members of the community that may wish to access THE HOLLIES' facilities. Action already taken includes:

- Ramps and railings
- Resources in enlarged print
- Availability of school literature in different formats when requested
- Specialist equipment made available to staff / students
- Disability awareness training is made available to staff.

### **3.5 Disability in the Curriculum, including teaching and learning**

THE HOLLIES encourage positive attitudes towards people with disabilities. THE HOLLIES' staff are aware of any disabled student's needs and make adjustments to their resources and teaching styles of these students wherever required. THE HOLLIES acknowledge Disability in the curriculum as a weakness and aims to make improvements by raising the profile of disability issues in the curriculum through our PHSE lessons.

### **3.6 Eliminating harassment and bullying**

THE HOLLIES' Anti Bullying policy explains in how discrimination, bullying and harassment will be dealt with.

### **3.7 Reasonable Adjustments**

Where a reasonable adjustment is made the relevant focus group or individual will be consulted in order to assess its effectiveness.

### **3.8 THE HOLLIES Facility Lettings**

THE HOLLIES currently has no facility lettings in place.

### **3.9 Contractors & Procurement**

Contractors and procurements from Staffordshire County Council's approved lists are covered by the County Council's DES.

In addition, the catering staff at Blessed William Howard High School, who currently supply our meals and food catering needs, promote that a range of foods e.g. vegetarian, gluten/wheat/dairy free are available to students to pre-order.

### **3.10 Information, Performance and Evidence**

#### **a. Student Achievement**

Assessment data is recorded for all students' achievements including those with SEN or a disability. In addition, individual pupil plans include information relating to students' SEN or disability. An SEN register is maintained and updated no less than every half-term by THE HOLLIES SENCO. Records are kept that show individual assistance / interventions that each student is receiving (i.e. 1:1 or in-class support). Annual reviews of students with SEN and disabilities are conducted and include meetings with external agencies as required.

#### **b. Learning Opportunities**

There are increased flexibility programmes at THE HOLLIES for those who request or are chosen for this. Students with SEN or disability have regular meetings with the Careers Advisor. THE HOLLIES follow the information and guidance given by external agencies.

#### **c. Admissions, Transitions, Exclusions (including SEBD)**

Students with disabilities are not over represented in our exclusion figures. Student admission forms ask parents/students in a sensitive manner to disclose any disability in order to enable THE HOLLIES to aid disabled students to make the most of their time with us. A member of the Senior Leadership Team discusses each new intake with the relevant schools, and ensures that all staff are aware of individual needs. Any students with particular disabilities are invited with their parents to take a tour of the school and meet with a member of the Senior Leadership Team and a representative from the relevant external agency if appropriate, to discuss their individual needs.

#### **d. Social Relationships**

All students are integrated. Rooms are available at break and lunch times for social interaction. THE HOLLIES acknowledge that it is difficult to monitor ALL social relationships at lunch and break-times. Mentors monitor the social interactions within their year / tutor group.

**d. Employing, promoting and training disabled staff**

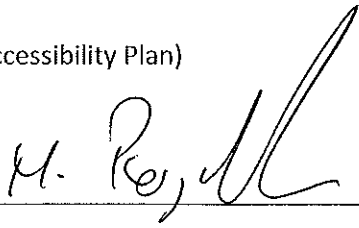
THE HOLLIES are an equal opportunities employer that has a staff that is representative of its local community. In line with Safer Recruitment selection guidelines, we operate an interview guarantee scheme for any disabled applicant meeting all of the selection criteria. Candidates invited to attend for interview are also asked if they have any special requirements that will enable them to attend.

**3.11 Reviewing/Monitoring**

Any action plan will be reviewed by the Senior Leadership Team and monitored by the Governing Body. This Disability Accessibility Plan will be reviewed and publicly commented via the website each year and will be revised every three years.

Access (Accessibility Plan)

Signed



Date

16/02/2017

Chair Management Committee

Signed



Date

16/02/17

Headteacher