



HALLMOOR SCHOOL

Accessibility Plan

Date of Adoption:	Autumn 1 2021
Review Date:	Autumn 1 2022 (or sooner as required)

Chair's name and signature:

A handwritten signature in black ink, appearing to read "Paul Ruto", is written over a light blue rectangular background.

Date: 3.12.2021

Accessibility Plan Policy

Our Mission:

Hallmoor School aims to foster the development of young people by meeting their needs and giving them the confidence and competence to lead independent, purposeful and enjoyable lives. We are committed to developing a community where pupils, staff and parents/carers learn and work together.

Our Aims:

- To encourage young people to recognise that we are all unique and need to accept each other for what we are.
- To encourage co-operation with each other and to be sensitive to each other.
- To develop an awareness and appreciation of Birmingham's diverse races, cultures, religions and ways of life.
- To provide a curriculum that is broad and balances and fulfils the National Curriculum requirements whilst taking account of the specific needs of pupils and students.
- To create a happy, organised and stimulating working environment where we show respect for each other.
- That all staff and governors work together as a team providing good examples to the school community.

To encourage all parents to take an active part in their children's education and development.

To promote to pupils the need to be **ABLE – Attend, Behave, Learn and Enjoy.**

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- Employment
- Education

- Access to goods, facilities and services, including larger private clubs and transport services.
- Buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations.

Functions of public bodies, for example issuing of licenses.

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

The purpose and direction of the school’s plan: vision and values

At Hallmoor School we are committed to giving all our children's every opportunity to achieve the highest standards. 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 children. The achievements, attitudes and well-being of all our children matter. Hallmoor School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The main priorities in the school's plan:

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO and DSLs have an overview of the needs of all pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.

Objectives to the Action Plan are detailed below:

	Actions	By whom	Start	Finish	Evidence that it is completed
1. Improvement in access to the curriculum	1.Ensure appropriate deployment of support staff.	Subject leaders All school staff			Alternative Communication systems. Varied information presentation. Pupil communication strategies. School Appropriate deployment of support staff.
2. Physical improvements to increase access to	1. Further review the building to ensure it includes accessibility features for disabled staff,	SLT BSM			Regular review of regulations updates and

<p>education and associated services.</p>	<p>pupils and visitors, remains fully compliant with regulations, including physical access to the building.</p> <p>2. Continue to ensure access for staff, pupils and visitors who may experience difficulty moving around the school.</p> <p>3. Ensure the safety of pupils/staff who may experience difficulty moving around school in the event of an evacuation.</p> <p>4. Ensure that all school trips and residential visits are accessible for all, with specific pupil needs accounted for.</p>	<p>SLT SENCO Class Teacher Pupils Parents</p> <p>SLT SENCO Class Teacher(s) BSM</p> <p>SLT Educational Visits Leader Individual visits leaders.</p>		<p>respond accordingly, making reasonable adjustments if needed.</p> <p>Plans are in place to support all people with mobility difficulties.</p> <p>Identified students, staff and visitors have a PEEP.</p> <p>Increased numbers of members of staff who are Evacuation Chair trained.</p> <p>All members of staff who are Evacuation Chair trained have their annual refresher.</p> <p>Thorough planning advance assessment visits risk assessments compliance with school educational visits policy.</p>
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