



Homewood School & Sixth Form Centre

LEARNING · RESPECT · BELONGING

ACCESSIBILITY POLICY

DRAFT

Date approved by Governors

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

Accessibility Policy

This policy will be reviewed every 3 years

Please note that full consultation has taken place with recognized trade unions on this document; however, not all of the document has necessarily been agreed with all the trade unions.

DATE OF POLICY:

DATE OF REVIEW:

Member of staff responsible for Policy:

Principal & VP Students

Responsibility

Signed.....Head Teacher

Signed.....Chair of Governors

Homewood School & Sixth Form **Accessibility Plan**

At Homewood School & Sixth Form our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our academy is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe academy, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Tenterden Schools Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 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 Accessibility Plan will be published on the schools website.

Objectives

Homewood School & Sixth Form is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Homewood School & Sixth Form Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to

do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and its events; the information should be made available in various preferred formats within a reasonable timeframe.

The Homewood School & Sixth Form Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

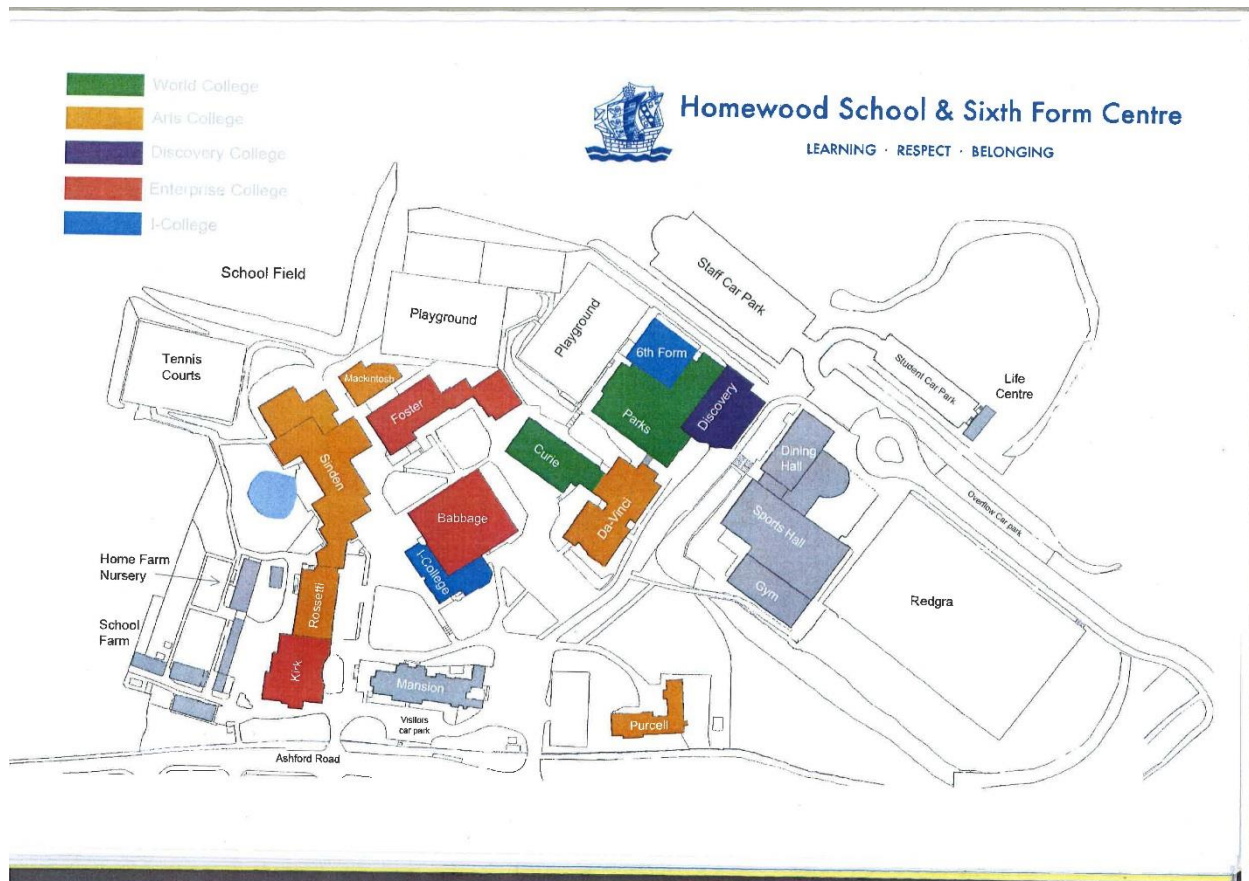
- Equality Policy
- Curriculum Policy
- Emergency Plan
- Health & Safety Policy
- Special Educational Needs Policy
- Ethos for Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the schools accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

A plan of the school buildings showing areas of accessibility is shown below.



- Mansion -see risk assesment
- Purcell – Ground floor access
- Lift access Kirk Building
- Rossetti –No lift access
- Sinden – All ground floor access.
- Mackintosh- no lift access
- Foster – No lift access
- Babbage – No lift access
- I collage – All ground floor access
- Curie- All ground floor access
- Da-vinci- Lift access
- Parks/Discovery- Lift access
- Sporthall – Lift access

DISABILITY EQUALITY SCHEME – ACTION PLAN				
Action	Outcome	Responsibility	By when	Measure
Development of Scheme and Implementation of Plan				
Create a small working group to further analyse the school's facilities, comprising representatives of SMT, staff, students, governors, parents and other visitors. The workgroup is to report to governors Health & Safety meeting at annual intervals	Group established to implement plan	VRI/H&S committee	2017/18	Report to Governors annually
Incorporate progression of Disability Equality Scheme within School Development Plan	DES is incorporated within overall school plan	VRI/SJL	2017/18	School Development Plan
Improving information gathering mechanisms.				
Establish information database for disabled students and staff, with effective system for gathering data	Comprehensive database of disabled users of school's facilities	Teaching staff/Data	2017/18	Database
Facilitating the involvement of disabled pupils and adults				
Promotion of at least two activities on a regular basis specifically to disabled members of the community.	Increased number of disabled users of school's facilities	Lettings Manager	2017/18	Use of school's facilities by disabled users
Mapping policies and practices				
Positive attitudes to be promoted through a small number of posters, supported by assemblies to Learning Communities	Enhanced student understanding of issues and concerns of disabled people	Heads of Colleges	2017/18	Assemblies completed
Citizenship and Advisories to be engaged in promoting positive attitudes and equality	Enhanced student understanding of issues and concerns of disabled people	Director of Student Development	2017/18	To be determined as part of the PHSE programme.
Review of signage throughout the school	Directional signs throughout the school easily read by visitors (considering site difficulties due to its size)	Site Manager / VRI	2017/18	Plan for improved signage (including design) in place for implementation as budget allows

Increasing access to the curriculum and other areas of the school				
Installation of a lift to the top floor of J Block, to provide access to the sixth form teaching areas and common room. Refurbishment of A block, installation of lift to learning support, new lift to dining hall and assembly hall	Disabled access to 6 th form teaching area	VRI	2017/18	Disabled lift installed in new areas.
Access to C Block is only accessible by steps	Ramp to be purchased	VRI	2017/18	Disabled ramp purchased
Access to the first floor of E Block	Access to at least 2 rooms, providing additional curriculum flexibility	VRI	2017/18	Re-rooming required
Improving Facilities for Disabled Staff/Mansion				
Reviewing access to HR and the finance department	Staff access to staff room	VRI/SJL	2017/18	Disabled access to staff room (pending availability of funding)
Access to reception	Ramp in place	VRI		