



# Henley Bank High School Accessibility Plan

**November 2021**

This Accessibility Plan applies to Henley Bank High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

## **Approval and review:**

This plan is the responsibility of: Rhian Williams – Inclusion Lead

This plan was approved by the Local Governing Body on: 2<sup>nd</sup>  
December 2021

This plan is due for review by: December 2022

## **Henley Bank High School Accessibility Plan**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the school has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled students.

This plan sets out the proposals of the Local Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### **Henley Bank High School**

Henley Bank High School is a comprehensive school with around 400 students on roll. The school is in Brockworth and provides education for young people from Brockworth and surrounding areas: 23% of our students are currently registered on the SEND Code of Practice.

The school is made up of a collection of purpose-built buildings. The three teaching blocks, English, Maths and Science and main building are two-storey, each with their own lift. The Sports centre, Art block and Personalised Learning Centre are one-storey and fully accessible for all. All teaching blocks have fully accessible disabled toilets and toilets identified for transgender students.

### School's Vision:

At Henley Bank High School, we all believe that every child can achieve greatness, fulfil their dreams and live happy and successful lives regardless of prior attainment or life experience. Students should all be given the chance to be successful citizens of the future.

### PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

#### A. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM:

OBJECTIVE	Actions	TIMEFRAME
To ensure that the needs of all students are met through quality first teaching.	DDI process provides a framework for continual development of QFT. Regular MITA DDI by Inclusion Lead along with members of SLT, Heads of Department and other teaching staff shares an understanding of effective in-class support and best practice across the school. Regular learning walks and book looks with Heads of Department. Regular staff CPD develops staff awareness of, and confidence in meeting the needs of all students. Weekly SEND briefings every Monday focus on emerging needs of students potentially struggling across the curriculum, eg ADHD if high numbers of ADHD students are referred to APC.	On-going termly
To ensure that the school offers a differentiated curriculum for all students.	Review of KS3 curriculum focusing on End Points and specific deliberate practice across all areas identifies the core knowledge and skills required by all students.	July 2022

To ensure that students' diverse needs are met through personalised education plans	Regular SEND reviews consider recommendations from professionals for individual students.	On-going as students' needs arise
To use resources tailored to the needs of students who require support to access the curriculum.	Training of staff and students on effective use of Widget, reader pens and Crick software (December 2022)	On-going as needs arise.
To ensure that the progress of all students is monitored and effective interventions put in place as needed.	Raising achievement meetings with Heads of Departments. Students making least progress are shared with staff and evidence-based interventions put in place. Assessments are accessible for all with access arrangements in place from year 7-11.	On-going every term
To ensure that student passports and learning plans have been completed and reviewed on a termly basis for students with SEN and disability.	All new staff trained in Edukey Provision map in first half term. SENCo surgeries calendared termly. Assess, plan, do, review model in place for all students with an identified SEN or disability. All reviewed passports shared with class teachers.	On-going

**B. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES**

OBJECTIVE	Actions	TIMEFRAME
To complete an accessibility audit of the school's physical environment.	Inclusion lead to complete audit of buildings, classrooms, corridors and other areas.	December 2021
To ensure that students are able to move freely around the site.	To complete an accessibility audit of the school's physical environment.	December 2021
To ensure that lifts are available and in good working order.	To act in a timely manner if any lift is out of order. Annual servicing of lifts.	Ongoing

		Currently the top corridor (Humanities, MFL and PLC) are inaccessible for anyone in a wheel chair. A new lift will need to be purchased and this is currently at Trust level.
To ensure that every classroom has adjustable tables.	Identify which classrooms have adjustable tables. Order sufficient tables or benches so that students in wheelchairs are able to access all learning environments including the super lab, kitchen and DT rooms.	December 2021  June 2022
To ensure that there is sufficient disabled parking available.	Currently there are five disabled parking bays close to each teaching block and sports centre. If these prove insufficient, to be reviewed.	On-going
To ensure that learning environments are adapted to meet the needs of students with sensory impairments.	To complete an accessibility audit of the school's accessibility for students with sensory impairments. To act upon the advice of professionals as and when students with sensory impairments join the school	December 2021  On-going

**C. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED**

OBJECTIVE	Actions	TIMEFRAME
To ensure that the website is written in user-friendly language, with as non-complex vocabulary as we can manage.	Any additions to the website avoid non-complex vocabulary.	On-going
To use a range of communication methods to ensure information is	All computers have Text Help software, enabling all students to have any text	On-going

accessible for all students and their parent/carers.	on computers 'read' to them. Staff are trained in the use of Communicate in Print. To work with parents/carers with sensory impairments on improving communication methods as needs arise.	December 2019  On-going
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Appendix 1: Accessibility audit

<b>FEATURE</b>	<b>DESCRIPTION – include sensory environment</b>	<b>ACTIONS TO BE TAKEN</b>
Corridor access		
Lifts		
Entrances		
Parking bays		
Ramps		
Toilets		
Reception area		
Internal signage		
Emergency escape routes		
Learning environments Classroom		
Learning environments Practical rooms		
Adaptable furniture		

Sports centre facilities		
Swimming pool		