



STEPHEN HAWKING SCHOOL

Accessibility Plan

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1. INTRODUCTION

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

This accessibility plan takes account of the main types of disability encountered at Stephen Hawking School, with the caveat that each child who attends the school has specific difficulties that relate to their learning difficulty. What is written in this plan will, therefore, be adapted and individualised to meet their needs.

2. LEGAL REQUIREMENTS

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. AIMS & OBJECTIVES

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Stephen Hawking School is dedicated to raising the standard of educational achievement for children between the ages of two and 11 years with severe or profound learning difficulties.

Our school offers a safe, positive and challenging environment for our pupils. We have high expectations of all children which, we believe, helps them to realise

their potential. These high expectations are supported by teachers, many of whom have specialist qualifications in the education of children with learning difficulties, and support staff who receive considerable on-site training.

The school is committed to the development and delivery of high quality relationships with families and local community organisations to ensure that the children attending the school achieve their full potential and become respected and active members of the local community.

The school is committed to a high level of team work in school, with parents/carers, other schools and agencies. This ensures enthusiasm for learning and the best possible experience and education for all.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

4. IMPLEMENTATION

The following action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1	Increase access to the curriculum for pupils with a disability				
Current Good Practice	Objectives	Actions	Person Responsible	Actions completed by	Success Criteria
<p>Our school curriculum is currently under review to ensure that we are meeting the needs of all our pupils. To undertake this review;</p> <ul style="list-style-type: none"> curriculum leaders are reviewing the content of lessons by undertaking learning walks senior leaders are liaising with external professionals such as the qualified teachers of the 	<p>A pre-formal, semi-formal and formal curriculum model is being reviewed to ensure pupils continue to</p>	<p>To ensure the effectiveness of the curriculum models update the curriculum statement, policies and procedures.</p>	<p>Senior Assistant Head Teacher and Heads of Schools</p>	<p>Summer Term 2022</p>	<p>All children have quality and meaningful access to the curriculum and make progress against their individual targets set at Annual Review</p>

<p>visually or hearing impaired and the NHS therapy team</p> <ul style="list-style-type: none"> class teachers are continually assessing children's engagement with the curriculum senior leaders and class teachers work together to ensure that targets are set effectively and are appropriate to individual children 	<p>make excellent progress towards challenging objectives</p>	<p>Ensure curriculum is accessible to all learners</p>			
<p>We have installed new poolside hoists at Brunton Place to ensure safe and equal access to the pool for all our children.</p>	<p>To facilitate equal and safe access to the pool for all children at Brunton Place.</p>	<p>Training in the use of the new hoists for all staff using them.</p> <p>Training for all new staff joining the school and reviews for existing staff.</p>	<p>Premises manager, moving and handling team swimming instructor</p>	<p>Summer 2022</p>	<p>All children and staff have safe and equal access to the pool. All staff are trained and competent</p>
<p>The school has an established system of core Objects of Reference relating to 'landmark' events to the school day. This facilitates children's awareness and understanding of their daily routines.</p>	<p>Regular reviews of core Objects of Reference across the school to ensure consistency.</p>	<p>Ensure that core Objects of Reference are replenished as required.</p>	<p>Communication Leader</p>	<p>Summer 2022</p>	<p>Children have access to meaningful and consistent communication strategies.</p>

Aim 2		Improve and maintain access to the physical environment			
Current Good Practice	Objectives	Actions	Person Responsible	Actions completed by	Success Criteria
<p>At Brunton Place, the school has recently undergone a refurbishment including;</p> <ul style="list-style-type: none"> playground development and refurb new heating system new kitchenettes in all classrooms 	<p>Children's access to the playgrounds will be monitored and evaluated so that</p>	<p>The curriculum leaders for physical development and exploration will provide</p>	<p>PD leader and Exploration leader.</p> <p>Business Manager</p>	<p>Training to be completed by the summer term and then will be on</p>	<p>All children at Brunton Place are making full access to the playgrounds and can play with as much</p>

<ul style="list-style-type: none"> new storage <p>Further to this, the school have identified a need to improve security at the entrance to our BP site.</p>	<p>adjustments can be made as necessary according to how children are engaging and accessing play.</p> <p>Storage will be reviewed as necessary.</p> <p>To improve and tighten up security at our Brunton Place entrance.</p>	<p>training for lunch time assistants and classroom support staff.</p> <p>The entrance area will be re-modelled following advice from architects and the LA.</p>	<p>Premises Manager</p>	<p>going as required.</p> <p>2023</p>	<p>independence as possible</p>
<p>The school will be undertaking an environmental audit to improve opportunities for greater independence and access for our pupils, particularly those who are Multi Sensory Impaired.</p>	<p>MSI qualified teachers to conduct an environmental audit together with the support of an habilitation officer. Recommendations will be made to the school regarding improvements to lighting, flooring and 'trails' along the walls.</p>	<p>Following audit and recommendations develop an action plan to facilitate improvements.</p>	<p>MSI leader Senior Assistant Head Teacher</p>	<p>Audit and recommendations to be completed by the end of the summer term.</p>	<p>Pupils with MSI will have improved access and outcomes .</p>
<p>COVID has alerted us to poor air circulation in the central cabins at our BP site. These rooms are currently not in use as a result.</p>	<p>To install effecting air handling units to ensure that these rooms can used</p>	<p>Improvements to be budgeted and AHUs to be installed</p>	<p>Premises Manager Business Manager</p>	<p>2021-22</p>	<p>All central rooms to be available for use by pupils and staff.</p>

	safely by all staff and children when required.				
At St Jude's Rd, the roof has been refurbished and new windows installed to ensure ventilation is appropriate.	The playground requires a thorough review as much of the large static equipment is not proving accessible to the very young pupils	Staff will evaluate the use of the playground and feedback to the SMT so that appropriate funding bids can be made as necessary	School Business Manager, Head of School and	Review to be completed by the Autumn 2022 term	Funding bids will be made and proposal will be launched for the improvements to the SJR playgrounds
At SJR there are no access issues	To ensure that this is maintained; the school has a rolling program of maintenance of all manual handling equipment the moving and handling team review all pupils' individual moving and handling plans together with class teachers on an annual basis	All new and existing members of staff to be fully trained in the use of manual handling equipment and protocols.	School Business Manager, Heads of Schools, School Premises manager, OT assistant	On going	All children have safe access to all aspects of school life.

Aim 3	Improve the delivery of information to pupils with a disability				
Current Good Practice	Objectives	Actions	Person Responsible	Actions completed by	Success Criteria
<p>The School has a robust pupil voice policy which aims to ensure that every child has the opportunity to receive information about them in a way that is uniquely meaningful. This is inextricably linked with our communication policy which details the way in which communication strategies are set up for individual children which facilitates the way in which information is shared with pupils.</p>	<p>This year, we have made significant changes to the way in which we run our annual reviews. This impacts on the way our pupils receive information about things that affect them and also on how they contribute to decisions that affect them.</p>	<p>Rolling Annual Review Working party to ensure;</p> <ul style="list-style-type: none"> the annual reviews are working well for all involved that pupil voice is well represented within this procedure <p>Pupil Voice Leader to deliver training to all class teachers ensuring that all aspects of the PV policy are well understood by all.</p> <p>Rolling program of communication intervention training delivered by the communication team to ensure consistency and shared understanding.</p>	<p>Head of School, SJR. Pupil Voice Leader</p> <p>Communication Team Leader</p>	<p>Initial reviews throughout the academic year 2021-22, then on going</p> <p>Communication training should punctuate the academic year according to the communication action plan as part of the SDP.</p>	<p>All pupils will have meaningful access to information that affects them.</p> <p>All pupils will have bespoke communication strategies and systems identified in their IEPs and make progress in this area of development.</p>
<p>The school has identified ways in which the school website can be improved to make it more accessible to pupils and their families.</p>	<p>To improve the accessibility of the school website to ensure information is accessible to all our families.</p>	<p>Over the next 3 years review and improve the accessibility of the school website</p>	<p>Senior Assistant Head Teacher Business Manager IT technician</p>	<p>2022-2024</p>	<p>All pupils' families will access information via the school website in a way that meets everyone's unique needs</p>

Displays are interactive and support the children to independently orientate the building and enable children's work and achievements to be celebrated.	To support children's independence	A display policy will be created to ensure consistency across the school.	Class teacher at SJR and head of school, SJR.	January 2022	Displays have a consistent approach across the whole school. Displays support children's access to the environment. Displays celebrate all children's work and achievements
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5. Access Audits
St Jude's Road Site:

Feature	Description	Action to be Taken	Persons Responsible	Timescale
Staff access only to second floor	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Premises Team	On going
Corridor Access	Corridors are clear of any clutter and are labelled	Ensure pupil equipment is not parked in the corridor, but make use of storage cupboards	Premises Team Classroom practitioners	Ongoing
Entrances	Reception Area opens via security cards. No direct access to the rest of the school building	None	Premises Team	Ongoing cleaning and maintenance
Hoists	Ceiling track hoists in every room pupils access. In addition, 2x mobile hoists for use in the playground or in the event of	Maintenance service every 6 months	Premises Team and Moving and Handling Team	Ongoing

	ceiling hoists breaking down,			
Toilets	In every pupil toilet: <ul style="list-style-type: none"> • Height adjustable changing beds • Hoists • Personal care equipment • Cleaning equipment 	Maintenance service every 6 months. Cleaning and replenishing of personal care equipment throughout the day and after school hours.	Premises Team Classroom practitioners	Ongoing
Reception Area	Accessible to wheelchair users	Maintain and ensure access	Premises Team	Ongoing
Internal Signage	Relating to: <ul style="list-style-type: none"> • Escape routes • Labelling of rooms 	Maintain and ensure access	Premises Team Classroom Practitioners	Ongoing
Emergency Escape Routes	Evacuation plan in place	Ensure weekly testing of alarm system. Ensure termly evacuation practice	Premises Team Head of School	Ongoing

Brunton Place Site:

Feature	Description	Action to be Taken	Persons Responsible	Timescale
Staff access only to second floor	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Premises Team	On going
Corridor Access	Pupil equipment is stored in allocated places along the corridors	Review of the environment to ensure safe access for all pupils, especially those with MSI	Premises Team Business Manager Senior Assistant Head Teacher	Summer Term 2022
Entrances	Main entrance provides	Remodelling of the	Head of School	

	direct access to the whole school.	entrance to improve security	Business Manager Premises Manager	
Hoists	All teaching rooms except the hall have ceiling track hoists. The hall has mobile hoists available for pupils.	Maintenance service every 6 months	Premises Team Moving and Handling Team	On going
Toilets	In every pupil toilet: <ul style="list-style-type: none"> • Height adjustable changing beds • Hoists • Personal care equipment • Cleaning equipment 	Maintenance service every 6 months. Cleaning and replenishing of personal care equipment throughout the day and after school hours.	Premises Team Classroom practitioners	Ongoing
Internal Signage	Relating to: <ul style="list-style-type: none"> • Escape routes • Labelling of rooms 	Maintain and ensure access	Premises Team Classroom Practitioners	Ongoing
Emergency Escape Routes	Evacuation plan in place	Ensure weekly testing of alarm system. Ensure termly evacuation practice	Premises Team Head of School	Ongoing
Reception Area	Accessible to wheelchair users	Maintain and ensure access	Premises Team	Ongoing