



School Accessibility Plan

2007 - 2010

The Plan

Introduction

- 1 Improving Access to the Physical Environment – reviewed 2009 in the light of the BSF design. The design is now fully DDA compliant.
- 2 Improving Access to Information and Improving Access to the Curriculum - has to be resigned in 2010 to promote opportunities for listening as part of the Deaf Management Process. It is proposed that a sub committee of HI people from the new ARC will form a steering group to continue to monitor and evaluate the Accessibility Process

The Disability Action Plan should be seen in the light of the school's strong belief and desire to subscribe to a vision of inclusion and service to the local community. We see this plan as complimenting our approach to Special Educational Needs and an opportunity to extend our ability to welcome parents and children from all walks of life into our school.

The plan is of necessity propositional. Some of the desired improvements can only be accomplished within the scope of our BSF proposals.

Implementation

Our current building has been identified as lacking fundamental DDA requirements. We have made improvements to steps, handrails, etc., but would expect a coherent DDA compliant building to be in place for Spring 2010.

Context

Hanson School was originally built in 1968 and has been extended in 1972, 1990 and 2001. It is a wide spread site on 3 floors and is characterised by having many changes of levels which make it difficult to be DDA compliant. Further changes will be undertaken in 2009.

Much of the DDA work has been piecemeal and the school will use its BSF rebuild to put a coherent access plan in place.

Ramp entrance to the ground floor is available at the main reception entrance only. A small (parcels) lift is available in one of the modernised school blocks; this provides only partial access to the 2nd and 3rd floor of the school.

The school has a specific group of Visually Impaired students for whom some building provision has been made – safer steps, more hand-rails and better transport access. These youngsters access wider curriculum opportunities using spectator support staff, Braille and enlarged texts.

Hanson School Disability Access Plan

IMPROVING ACCESS TO THE CURRICULUM				
TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOMES
1. Ensure that the School's Approach to Teaching and Learning reflects disabilities requirements	Review curriculum policies according to review schedule to ensure that they all have a statement referring to inclusion and access to the curriculum	Time allocated for leaders to review policy	According to agreed policy review schedule Completed by 2008	Whole school and curriculum policies reflect Hanson's inclusive culture and guide new staff in successful inclusive policies
2. School's SEN procedures support all pupils, including those with disabilities such as ADHD, dyslexia, Downs Syndrome and language disorders as well as children with physical disabilities	<ul style="list-style-type: none"> • Head + SENCO to become familiar with current analysis of disabilities and barriers to learning. • School to develop resource bank of definitions and advice on how to accommodate and meet the needs of children with physical or intellectual disabilities • School to continue to develop links with outside agencies who can support work with children with identifiable disability to improve curricular provision 	Time	Ongoing	School Leadership can drive professional awareness on current disabilities affecting learning and recommendations for supporting curricular provision
		Purchase of appropriate texts to inform professional development	Begin process Autumn 2003 then on-going	Staff become more professionally aware of the issues and advice with regard to barriers to effective learning. School's inclusive culture is supported by teachers recognising need for professional awareness of the needs of all the children in the school
3. Learning Materials support access to the curriculum for all pupils – including those with different disabilities	<ul style="list-style-type: none"> • Following an audit of needs, resources are purchased to support all learning needs. Audit will highlight areas where resources are an impediment to learning for certain pupils and school will effect purchase of appropriate materials 	Curriculum budget to be used to reflect full diversity of need. Leaders to ensure that budget bids reflect this consideration	Spring 2007 –then annually (School to have contingency to support any new arrival with specific disability)	School's learning resources fully support the needs of all children within the school. School to have contingency for the purchase of any curricular resources needed to support the arrival of any new pupil with distinct disability
4. To ensure that the school's resources successfully promote the achievements of adults and children of all abilities	<ul style="list-style-type: none"> • Leaders to be aware of disability stereotyping in the purchase or resourcing and to ensure that purchase of literature and visual material reflects the capabilities of all members of our society 	Within subject and year group allocations	Spring 2007 then on -going	School's resources reflect pupils and adults of all abilities and avoid emotionalism and stereotyping

