Accessibility Plan

Hook A Gate Education Centre

Adopted:	March 2018
Reviewed:	November 2022
Next Review:	September 2023
Governing Committee:	12 March 2018
Responsibility:	James Pearson

Aims and Objectives

Hook a Gate Education Centre

Our aims are to:
- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	Structured personalised literacy and numeracy programme Differentiated lessons. One to one support sessions with teacher, subject specialists and support staff. Short manageable and achievable sections to lessons Individualised programme Small group setting Build on success through positive interactions and praise from staff. Mentoring sessions to raise self-esteem	• Ensure continued robust liaison with outside agencies and partner schools to ensure sharing of resources and good practice. • Develop and increase the curriculum opportunities to be inclusive in meeting the needs of all pupils e.g. Pupils with ASD, ADHD, hearing impairments, speech difficulties and visual impairment.	• Review and monitor effectiveness of information received and measure success and impact. • Share information in briefing and staff meetings to ensure information is being shared with all staff • Use information gathered from EPs and Education Reviews to ensure quality of bespoke plan	• SLT, CM, teaching staff and support staff	• Ongoing	• Evolving programmes catering for need of students • SEMH and Academic progress for all

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	Qualified and experienced staff providing individual support and guidance Access to activities which challenge negative view of self Restorative practice approach Mentoring sessions with Learning Mentor, focussing on CBT skills and managing emotions Access to alternative programmes to include vocational (as appropriate) Bespoke physical education programmes Access to careers advice Support with Exam Access Arrangements/Assessment Access to external support agencies	• ADHD, hearing difficulties, speech difficulties and visual impairment.	• Use information gathered from EPs and Education	• SLT, CM, teaching staff and support staff	• Ongoing	• Evolving programmes catering for need of students • SEMH and Academic progress for all

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	• Using specialist agencies (e.g: CAMHS, speech therapists, Educational Psychologists, Occupational Therapists etc.) to investigate and extend opportunities for pupils with specific needs.	• Continue to ensure referral paperwork is completed as soon as need is identified and the referral followed up by key member of staff. Invite all agencies to the First Review meeting so that expertise can be shared early in the programme.	• Ensure open channels of communication are maintained throughout the placement • During placement, ensure that the right people are present at the review meeting	• SLT, CM, Teaching and support staff	Ongoing	• SEMH and Academic progress for all • Evolving programmes catering for need of students
	• High percentage of disabled parking spaces	• Provide appropriate access to all	• Already achieved	• N/A	• N/A	• Successful access for all
	• Multiple first aiders on site	• Complete first aid certifications and renewals	• Audit current status • Renew if necessary • Provide appropriate CPD opportunities for accreditation	• BM, SLT and CM	• Ongoing	• Legal requirement of First Aiders on site

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	• Bespoke exam access arrangements	• Provide students with bespoke exam access arrangements when necessary	• Use TMBSS specialist Exam Arrangements officer to assess each student individually	• SLT, CM and HP	• Ongoing	• Successful access to examinations for all
	• Flat access to all students including lift at HAG	• Provide appropriate access to all	• Already achieved	• N/A	• N/A	• Successful access for all
	• TMBSS signed up to RNIB Book service (PDF Texts)	• Provide appropriate access for the visually impaired	• Train staff when needed	• SLT, CM	• Ongoing	• Successful access to texts for the visually impaired • Academic progress for all
	• Enable access to information for hearing impaired students and adults	• Provide appropriate access for the hearing impaired	• Continue to liaise with outside agencies to ensure the quality of provision for students. • Train staff when needed	• SLT, CM	• Ongoing	• Successful access to information for the hearing impaired • Academic progress for all

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	• Differentiation within the curriculum for all students regardless of need	• Provide appropriate access to all	• Monitor through Appraisal and Learning Walks and classroom observations to ensure quality of teaching and support • Focussed planning and support • Assessment of students with accessibility challenges	• SLT, CM	• Ongoing	• Academic progress for all
	• Blinds and physical lighting to control levels and glare within the classroom	• Appropriate provision for students with some visual impairment	• Ensure all blinds are all maintained and replaced if necessary	• SLT, CM, BM	• Ongoing	• SEMH and Academic progress for visually impaired students

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Improve and maintain access to the physical environment	• Pupils placed in a wheelchair accessible centre including Wheel chair lift and Power assisted doors	• Maintain wheelchair access to the centre	• The school will continue to regularly re-examine the school buildings evaluating the existing provision and its systems • Service and maintain wheel chair lift • Service and maintain power assisted doors	• SLT, CM and BM	• Ongoing	• Students are appropriately placed in their local centre with accessibility for all
	• Disabled Toilets	• Toilets available for adults and students with disabilities	• Maintain facilities	• SLT, CM and BM	• Ongoing	• All students and adults have appropriate facilities
	• Flat access to all students incorporating lift for lower level in Centre	• Maintain appropriate access for all	• The school will continue to regularly re-examine the school buildings evaluating the existing provision and its systems	• SLT, CM and BM	• Ongoing	• Access for all

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Improve and maintain access to the physical environment	• Appropriate risk assessment and emergency plans for all	• Ensure the safety of all adults and students	• Fire wardens made aware of individual needs • Regular fire alarm tests and checks of equipment to ensure evacuation procedures are known and practised in case of an emergency • Risk assessments and appropriate arrangements made on individuals	• SLT, CM, Admin and BM	• Ongoing	• Successful fire drills • Successful evacuation in an emergency
	• Student access to habitation training with key worker	• Provide support to students with visual impairments to access the centre and its surrounding	• Habitation training for key staff members and students with visual impairments	• SLT, CM	• Ongoing	• Successful access to the site

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Improve the delivery of written information to pupils	• Enhanced software to enable access for sensory disabilities	• Provide support to students with visual impairments to access the curriculum	• Liaise with outside agencies and professionals to procure appropriate equipment for improved access to written information • Regular IT audit of software to ensure and review effectiveness • Training for staff on the use of the software	• SLT, CM	• Ongoing	• Successful access to the curriculum for all • SEMH and Academic progress for visually impaired students
	• Enhanced hardware to enable access for sensory disabilities	• Provide support to students with visual impairments to access the curriculum	• Liaise with outside agencies and professionals to procure appropriate equipment for improved access to written information	• SLT, CM	• Ongoing	• Successful access to the curriculum for all • SEMH and Academic progress for visually impaired students

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Improve the delivery of written information to pupils	• Access to written information for students, parents and visitors.	• Provide support to students and adults with visual impairments to access the signs and notices in the centre wherever possible	• Regular IT audit of hardware to ensure and review effectiveness • Training for staff on the use of the hardware • Audit signs which will need changing to be accessible to all • Procure new signage to provide braille • Fit signs	• SLT, CM and BM	• Ongoing	• Improve access to students and adults with a visual impairment

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Corridor access	• Corridors kept clear of low lying hazards and wall protrusions	• Ensure the safety of all regardless of need	• During learning walks, assess and monitor access within corridors	• SLT and CM	Each term	No incidents of accidents on the corridors due to low lying hazards and wall protrusions
Entrance	• Flat entrance (No steps) • Wide entrances • Power assisted doors Entrance in view of receptionists to offer assistance when needed • Emergency bypass release on front doors	• Ensure accessibility for all	• Regular checks of emergency bypass release and power assisted doors	• SLT, CM and Admin	• Each term	• Appropriate access for all
Reception Area	• As above					
Toilets	• Disabled toilet on all sites • Emergency assistance fitted	• Toilets available for adults and students with disabilities	• Maintain facilities	• SLT, CM and BM	• Ongoing	• All students and adults have appropriate facilities

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Signage	• N/A (Explore accessibility of signs in centre)	• Provide support to students and adults with visual impairments to access the signs and notices in the centre wherever possible	• Audit signs which will need changing to be accessible to all • Procure new signage to provide braille • Fit signs	• SLT, CM and BM	• Ongoing	• Improve access to students and adults with a visual impairment
Fire alarms	• Light and sound alarms in each classroom and shared areas • Appropriate risk assessment and emergency plans for all	• Ensure the safety of all adults and students	• Fire wardens made aware of individual needs • Regular fire alarm tests and checks of equipment to ensure evacuation procedures are known and practised in case of an emergency	• SLT, CM, Admin and BM	• Ongoing	• Successful fire drills • Successful evacuation in an emergency • Accessible emergency alarms

Aims	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
			• Risk assessments and appropriate arrangements made on individuals			
Doors	• Electric doors • Doors with slow closures	• Ensure safety and accessibility for all adults and students	• Soft close dampers to be fitted • Maintain and check facilities	• SLT, CM and BM	Yearly	Safety and accessibility for all
Emergency escape routes	• Appropriate risk assessment and emergency plans for all	• Ensure the safety of all adults and students	• Fire wardens made aware of individual needs • Regular fire alarm tests and checks of equipment to ensure evacuation procedures are known and practised in case of an emergency • Risk assessments and appropriate arrangements made on individuals	• SLT, CM, Admin and BM	• Ongoing	• Successful fire drills • Successful evacuation in an emergency