

# Accessibility Plan 2016

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## **Definition**

The Equality Act Of 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act makes it unlawful to discriminate against anyone because of their race, disability, religion or belief or sexual orientation.

This Accessibility Plan is compliant with the Equalities Act (2010) which with the Disability Discrimination Act (DD1995) defines disability as: 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect his or her ability to carry out normal day to day activities.'

This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus and included. Medical conditions such as Cystic Fibrosis, server Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial Disfigurement, Sever Dyslexia, gross obesity and diagnosed eating disorders are all included.

## **Key Objectives**

As a result the key objective of this plan is to reduce and where possible, eliminate barriers to accessing the curriculum, and for full participation in the school community for students and prospective students with a disability.

Holly Lodge Girls' College is aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the availability of accessible information to disabled students and their parents
- Ensuring that the physical environment of the school enables disabled student to take better advantage of education, benefits facilities and services provided.

## **Holly Lodge Girls' College recognises its duty to:**

- Not discriminate against students with a disability in admissions and exclusions, provision of education and associated services
- Not treat students with a disability less favorably for a reason related to their disability
- Make reasonable adjustments for students with a disability, so they are not a substantial disadvantage

Plan to increase access to education for students with a disability.

### **Holly Lodge Girls' College will:**

- Set an admissions policy that does not discriminate against a student with a disability or treat them unfairly.
- Recognise and value parents/cares knowledge of their child's disability and its effect on her ability to carry out normal activities and respect their rights to confidentiality.
- Have high expectations of all students
- Devise and ensure the use of teaching and learning strategies that will remove barriers to learning for students with disabilities.
- Use reasonable adjustments when considering the physical environment of the college to cater for students with a disability.
- Plan school trips and activities so that students with disabilities can participate.

### **Access to the curriculum and related activities**

All areas of the curriculum should be available to students regardless of their disability. The college will continue to seek advice from the Local Authority services and outside agencies, such as the specialist teacher advisors, SEN consultants and appropriate health professions.

Physical environment – Our new school building enables us to offer full wheelchair accessibility to all areas and allow for easier access. Lifts are available in all buildings and evacuation procedures are in place. The outside grounds are fully accessible to individual needs and allocated parking spaces are available in both car parks.

Provision of information – If required or requested, Holly Lodge Girls' College will provide information in alternative formats within a reasonable time frame.

School Transport – Liverpool Local Authority will make a decision to fund transport to and from Holly Lodge Girls' college on an individual basis for students with a disability.

### **Improving Access to the Curriculum and Environment.**

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure all staff are aware of disabled student's needs to ensure access to the curriculum	Completion of Pupil Profiles – information shared with staff	Ongoing	SENCO	All Staff aware of individual student's needs
To ensure students with Hearing Impairments or Visual	Liaise with Advisory Teachers from the Sensory Service. Training for staff	Ongoing	SENCO	Participation and access to the curriculum for HI or VI

Impairments have full access to the curriculum				students
To improve literacy and numeracy levels of students working below age related expectations.	Identify students in need of additional support and provide appropriate interventions	Ongoing throughout the academic year	SENCO Literacy and numeracy coordinator	Improved literacy and numeracy skills
Physical environment	Review of buildings and consider adaptations/improvements as required	At the end of each term or when an issue arises	Estates manager SENCO	