

HAMPDEN HOUSE PRU

DISABILITY EQUALITY AND ACCESSIBILITY ACTION PLAN

June 2016



Hampden House PRU is committed to ensuring that, wherever possible, people with disabilities should have the same opportunities as people who are non-disabled in their access to education.

Definition of disability

The Equality Act 2010 states a person has a disability if

- a) They have a physical or mental impairment and
- b) The impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

The Government guidance states that the term substantial means more than minor or trivial. The term physical and mental impairment implies that a disability can arise from a wide range of impairments such as:

- Long term medical conditions such as asthma and diabetes
- Fluctuating or progressive conditions such as rheumatoid arthritis or Motor Neurone Disease
- Mental health conditions such as bipolar disorder or depression
- Learning difficulties such as dyslexia
- Learning disabilities such as Downs Syndrome, Autistic Spectrum Disorders
- Cancer
- Multiple Sclerosis
- HIV/ Aids

People with severe disfigurement will be protected as disabled without needing to show it has a substantial adverse effect in day to day activities.

This plan reflects the legal duties set out in the Equality Act 2010 and non statutory guidance set out by the government in March 2012 and May 2014.

Hampden House promotes an ethos which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Hampden House will promote a culture of awareness, tolerance and inclusion.

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By means of Accessibility planning, Hampden House seeks to review the accessibility of provision for all students, staff and visitors to the PRU to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the Accessibility Plan.

The following areas will be included in the Accessibility Action Plan

- Increasing access for students with a disability to the curriculum. This will include teaching and learning and the wider curriculum of the PRU such as participation in clubs, leisure and cultural activities or visits.
- Improving access to the physical environment of the PRU. This will include improvements to the physical environment of Hampden House and physical aids to learning.
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include planning to make written information more accessible by taking into account the disabilities of recipients and their preferred formats.

An Accessibility Action Plan is attached. This plan will be reviewed and adjusted on an annual basis. The Plan will be evaluated and amended after each annual review. Hampden House PRU recognises the need for ongoing awareness raising and training for all staff and committee members in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The PRU was built in 1965 as a residential Hostel but is not very accessible. The PRU recognises that further work needs to be done on this and will be included in any future building works.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Health & Safety
- School Development Plan
- School mission statement
- PRU Website
- Teaching and Learning Policy
- Educational Visits

The physical environment aspects of the Accessibility Action Plan will be monitored by the Management Committee.

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1. Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcome
1. The PRU is aware of the access needs of disabled students and staff.	Ensure that policies and procedures reflect the needs of disabled students and staff.	On going	SLT	Respond to the needs of students and staff.
2. A system is in place for wheelchair users to access the building.	Assess and improve access.	On going	SLT	Improved access
3. Improve access in and around the PRU.	Seek funding to improve access within the PRU.	On going	MC	Improved access.
4. Clearly signed accessibility routes for visually impaired students are in place.	Review facilities.	Spring 2017	SLT	Signs/adaptations in place.
5. Improve access for hearing impaired students.	Review facilities for hearing impaired students.	Spring 2017	SLT	Improved access

2. Improving Access to Information

Targets	Actions	Timescale	Responsibility	Outcome
School website to be accessible and comply with current statutory requirements.	Website to be kept up to date.	Ongoing	Admin	Parents/carers feel confident in the information they have about the school in place but requires review.
	Website has further information regarding the curriculum.	Ongoing	Admin	

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3. Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Outcome
1. Ensure all staff have access to appropriate training and are aware of the specific curriculum access needs of students with disabilities. Ensure all new TAs have access to specific training.	Database of all training undertaken to be maintained. TAs to access relevant courses as available	From start of employment. From start of employment.	SLT	All staff have greater awareness of needs of the students.
2. Ensure specified curriculum areas include a module with reference to disability issues.	Develop Life Skills/Citizenship. PSHE curriculum to address disability equality issues.	September 2016	Head / Lead Teacher	Schemes of work updated. Life skills programme to cover disability equality issues.
3. Ensure curriculum planning reflects a commitment to equality and prepares students for life in a diverse society.	Life Skills and PSHE programmes reflects diversity.	September 2016	Head / Lead Teacher	Programmes reflect equality and diversity
4. Students with disabilities are given the opportunity to participate equally in activities and visits.	Open access to all activities with appropriate support.		SLT	In place
5. Appropriate ICT access and software is in place to support learning.	Monitoring and audit of ICT to take place		SLT	In place
6. Ensure that the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded across the curriculum, and are expressed in terms accessible to all students.	Track across all curriculum subjects; include particularly for example in assemblies, PSHE, RE and Nurture sessions.	September 2015	Head / Lead Teacher	In Place