



Holyhead

Teach What Matters

Disability Equality Scheme and Accessibility Plan 2020/2021

Review Date:	Spring 2021
To Be Reviewed:	Spring 2022
Approved:	Finance & General Purposes Spring 2021
Ratified:	Full Governors, Summer 2021
Reviewer:	S Laundon/ K Robinson

Disability Equality Scheme and Accessibility Plan 2020 / 2021

**Holyhead School
Milestone Lane
Holyhead Road
Handsworth
Birmingham
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Ethos:

Holyhead School has a commitment to learning without limits. Students enter the school with attainment levels significantly below national average but go on to achieve whatever they set their minds to. They understand how to develop the strength of their character, making them independent and confident with vision and intellectual curiosity. How to articulate themselves and how to respect diversity, equality and active citizenship through our leadership, resilience and communication

Aims:

In line with the Equality Act 2010 the aims of this policy are to:

1. Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
2. Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability are able to participate fully in school life
3. Respond to individual student need to make suitable adaptations to the physical environment
4. Overcome potential barriers to learning and assessment for students with a physical or learning disability

Admissions:

Reasonable Adjustments:

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as:

- Where something a school does places a disabled student at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

Holyhead School is committed to making reasonable adjustments for students with physical disabilities and learning disabilities and in conjunction with the SEND Policy. These are explained further below.

Information of Students' Needs and plans for Accessibility

- Whole staff training is provided to share information on individual students
- Where appropriate, specific advice is provided from Advisory services such as IDS (Integrated Disability Service), the Visual Impairment or Hearing Impairment Team
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate
- Details of reasonable adjustments to be made by teachers and support staff are provided on Arbor in linked documents
- SLIPs based on information from the Health Care reports are written, shared with staff and stored in centrally assessed on Google drive and Arbor
- Individual students are reviewed by the SEND team and any relevant actions for modifying reasonable adjustments are made



Accessibility and Reasonable Adjustments for Students with Physical Disabilities:

- During transition procedures, the Pastoral and Inclusion team request information from previous schools about any physical disabilities
- Inclusion team review all information and arrange for a meeting with the student and family before the point of transition
- Where the student also has a Statement of Special Educational Needs or an Education, Health and Care plan (EHCP), the SENCo for Inclusion attends the relevant statement review
- Where appropriate, students have access to physical aids such as adapted equipment and tools in Technology or Art
- Where appropriate, students have access to ICT to support with visual impairments
- During the first two weeks of transition, SEND track and monitor how well students are accessing the physical environment and report back to the SENDCo who liaises with support staff
- There are lifts in a few buildings and new buildings are single story
- Where appropriate, students are permitted to leave lessons 5 minutes earlier than other students with a peer to allow for ease of accessibility across the site
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout
- Transport arrangements are made with the family or local authority where appropriate so students have easy access to the school buildings

Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The Inclusion Team alongside the SENCo, lead the development and management of the provision for students with learning disabilities
- CPD activities are available for staff at regular points throughout the year. This includes Autism awareness, and supporting students with ADHD
- The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students
- Support and advice on effective differentiation strategies are provided through workshops, through feedback from observations and learning walks and as part of whole staff training, NQT training and new staff training
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve
- At key stage 4, through consultation with the student and their family, students with the greatest SEND needs have a GCSE option dedicated to consolidating their comprehension in their core subjects.