



**LADY HAWKINS' SCHOOL**  
**DISABILITY ACTION PLAN**

**SEPTEMBER 2017**

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Lady Hawkins' School to continue to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Disability Access Plan is resourced, implemented and reviewed and revised as necessary.

## **1. Starting points**

### **The purpose and direction of the school's plan: vision and values**

Lady Hawkins' School makes all students welcome irrespective of their creed, race or impairment.

Lady Hawkins' School has high ambitions for its disabled students and expects them to achieve and participate in every aspect of school life.

### **Information from pupil data and school audit**

Lady Hawkins' School is a community, 11 – 18 High School. Its student population, including Post 16 students, averages around 300. We have many students with statements or top up funding this is predominantly a result of our reputation as a highly inclusive school.

The range of disabilities/impairments currently experienced by our students include: physical, visual, hearing, communication, learning and medical. As a result of this wide range of disabilities and a history of supporting students with disabilities, the staff have good awareness of what the DDA requires of them.

Disabled students have access to most aspects of school life and curriculum areas. Students unable to access all of the PE curriculum have alternative PE provision or they are supported in the school's Student Support Unit. Extra-curricular activities are open to all, including overseas visits

The majority of ground floor rooms are accessible to all disabled students, with the exception of the library block which has steps up to it. The other non-accessible areas are the first and second floors in the main block. Room timetable modifications take place when necessary for students with disabilities / temporary medical impairments.

There is a lift in the Art Block building providing access between the upper and lower levels. Ramps have been installed to all feasible entrances to maximise access. Our Ford school minibus is wheelchair accessible.

### **Views of those consulted during the development of the plan**

Prior to this Disability Access Plan being written, stakeholders were consulted – disabled students, parents, staff and outside agencies. Their views were taken into account when writing this Plan.

## **2. The main priorities in the school's plan**

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

Pupil Centred Passports are written to advise staff on inclusive strategies to enhance access to the curriculum for disabled students. Should students require it they will be named on the Emergency Evacuation Procedure List. Currently we don't have any students requiring assistance in the event of an evacuation.

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

At the moment the majority of the school is physically accessible to all disabled students on roll. Adjustable seating is available in Science and disabled toilets are available in the main block and the art block. The PE Department has a disabled changing room and toilet facilities.

At the front of school there are designated DDA car parking spaces.

Future planning priorities:

- DDA access to the library block if required
- DDA access to the first and second floors of main block if required
- More access signage to/around the school site

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The majority of stakeholders were confident with the way information was delivered to students and parents. An accessible font is used in all written correspondence, this increases readability.

Systems have been put in place to ensure that letters/circulars/information booklets are stored centrally on the school electronic systems to make them available for further adaptation if necessary. The website address is [www.lhs.hereford.sch.uk](http://www.lhs.hereford.sch.uk)

### **3. Making it happen**

#### **Management, coordination and implementation**

It is the responsibility of the SLT and Governors to see that the areas identified on the Disability Access Plan are addressed.

A copy of school's Disability Access Plan can be viewed on the School Website. A paper copy will be made available on request.

To request an alternative format please contact the school office on Tel: 01943 463524 or email [enquiries@lhs.hereford.sch.uk](mailto:enquiries@lhs.hereford.sch.uk)

*To be reviewed in September 2018*