



Hamilton Academy Accessibility Plan 2020-2023

Committee:	Trust Board
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are uncompromising in holding children at the centre of everything we do and it is our ambition to ensure ALL of our children reach their full potential.

We will constantly challenge ourselves, take risks and innovate to ensure our curriculum is broad, balanced, challenging and linked to our children's interests. We have adopted a 'Disney' approach to our curriculum.

All staff lead by example, we recognise and value diversity, respecting everyone for who they are. Our staff ensure everyone can take part and everyone has the opportunity to be all they can be. We do not tolerate any prejudice.

All staff share our commitment to improvement, and we have a commitment to develop all staff through induction, empowerment and supported delegation. Our Appraisal systems challenge and support teachers' improvement so that teaching is highly effective.

Everyone matters and everyone is special within our academy and we welcome both internal and external challenge and feedback because we are committed to using our resources most effectively to achieve the best standards possible.

The plan will be made available online, on the school website.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers to all children;</p> <ul style="list-style-type: none"> • Read, write, inc • Power Maths • Power of PE • Geography, History, Science, Art, Music and D&T taught through Focus curriculum • An enrichment curriculum • Extra-curricular activities • Songbirds • Forest schools <p>Curriculum progress is monitored and tracked regularly for all pupils, including those with a disability. Where progress is not evident adaptations and</p>	<p>To increase the number of children with a disability who attend extra-curricular activities.</p> <p>To plan and develop an enrichment curriculum which enriches experiences for children beyond the classroom, developing awareness of the rights and needs of others (links with BV).</p> <p>To increase the awareness of the difficulties that pupils with disabilities experience.</p> <p>To develop staff confidence in supporting children with disabilities' in their learning</p>	<p>To continue to plan and deliver a range of extra-curricular activities that meet the needs of the children in the cohort.</p> <p>To plan and develop an enrichment curriculum which enriches experiences for children beyond the classroom, developing awareness of the rights and needs of others (links with BV).</p> <p>Staff CPD opportunities</p> <p>Planned PDMS</p> <p>Specific training sourced.</p>	<p>PE lead (RG)/ SENCO(EH)</p> <p>YG/CR/EH</p> <p>YG/CR/EH</p> <p>YG/CR/EH</p>	<p>Dec 2022</p> <p>2021</p> <p>2021</p> <p>2021</p>	<p>An increase in children attending extra-curricular activities.</p> <p>Enriched curriculum planned and children's awareness of others needs developed.</p> <p>Increase in disability awareness – no discriminatory complaints.</p> <p>Staff are able to meet children's needs.</p>

	<p>adjustments are made in line with the plan, do, review approach and in consultation with parents.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The school works closely with parents, external agencies and other schools to meet the needs of the children where appropriate.</p>	<p>To ensure staff have training for specific disabilities within the cohort.</p> <p>To ensure differentiation within the curriculum</p>	<p>Ongoing coaching, support and drop in's</p> <p>Staff audits</p> <p>SENCO and curriculum leads to ensure differentiation within the curriculum.</p>	<p>All staff</p>	<p>July 2021</p>	<p>Specific needs are met and supported.</p> <p>Children make progress from their starting point in all areas of learning.</p>
<p>Improve and maintain access to the physical environment</p>	<p><u>The environment is adapted to the needs of pupils as required.</u></p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To ensure the classroom environment is suitable to meet the increasing needs of children with Social, Emotional and Mental Health needs.</p>	<p>Nurture proposal with a view to implement the 7 principles of nurture into the wider environment.</p> <p>Introduce role-plays into key stage one.</p> <p>Behaviour policy review- Support from Paul Dix</p> <p>Consistency from staff within the environment.</p> <p>Staff reading – When the Adults Change, Everything Changes.</p>	<p>EH (SENCO)</p> <p>All staff</p> <p>YG/CR/EH</p> <p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>July 2021</p>	<p>Children feel safe at school and know how to respond appropriately to the emotions they are feeling.</p> <p>Children use role play as a form of communication</p> <p>Behaviour policy approved.</p> <p>Reduced recorded behaviour incidents</p> <p>Consistency from staff and children resulting in exemplary behaviour</p>

		<p>Behaviour policy working party</p> <p>Consultation with the wider community, staff, parent's pupils and governors.</p> <p>Purchasing resources including whole school chaos bottles.</p> <p>Good to be me days to continue.</p> <p>Review of PHSE policy.</p> <p>Contact SEND services if required</p> <p>Visit to be arranged/ report to be written.</p> <p>Companies' to be sourced.</p> <p>Quotes to be sourced.</p>	<p>KE, MK, NG, JM, RO, NW, TR, MB, OS, EH, YG, CR</p> <p>MW, CR, RO, C</p> <p>YG/EH</p> <p>EH/ All staff</p> <p>YG/CR/CL/EH</p> <p>EH/YG/CR</p> <p>NM/LL/YG/CR/EH</p>	<p>2020-2023</p> <p>March 2023</p>	<p>Ongoing review and adaptations of policy to ensure success.</p> <p>Baseline and review of views to inform school to make ongoing improvements.</p> <p>Pupils with HI and VI able to fully access the environment</p> <p>Improved access to the school grounds for those with a disability.</p>
	<p>Advice to be sought from SEND services should Visual impairment or Hearing Impairment become a need at Hamilton Academy to ensure the physical environment is fully accessible.</p> <p>Automatic doors to access office area to be added.</p>				

			Finance to be discussed and approved.			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Email • Telephone • Open door policy • Online –website • Induction process • Parent forum • Survey monkey • Pictorial or symbolic representations 	To develop communication channels with parents to improve delivery of information to support pupils with a disability.	<p>To make Large print resources available where appropriate.</p> <p>To provide large print letters to parent with a disability.</p> <p>To embed the use of Class Dojo to improve communication for all.</p> <p>To develop Microsoft teams as a tool in light of the pandemic.</p> <p>To continue to develop resources via the class SEND page on the website for pupils with a disability.</p> <p>To ensure the SEND report is developed into a more user-friendly format.</p>	<p>All staff</p> <p>Office staff (MW)</p> <p>MB_-All staff</p> <p>CR – All staff</p> <p>EH (SENCO)</p> <p>EH (SENCO)</p> <p>All staff</p>	July 2021	<p>Children are able to access information and resources.</p> <p>Stakeholders are able to access information and resources.</p> <p>Improved communication, attendance and learning through delivery of information.</p> <p>SEND report is accessible to a wider audience.</p>

			To develop pictorial communications to home. Parent forum Parent and pupil questionnaires			The delivery of information for pupils with a disability is improved.
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Trustees.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Multi Academy Trust Equality, Diversity & Cohesion Policy & Scheme
- Special educational needs (SEN) information report
- First Aid and Medical Policy
- Positive behaviour Policy
- Well-being Policy