



Accessibility Plan

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Governing Board: Dec 22**

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Responsible Officer: Principal: C Boothroyd/Business Manager: R Foxton**

Introduction

Hawes Side Academy is committed to ensuring that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Under the Equality Act 2010 (which supersedes existing equality legislation, including the Disability Discrimination Act) all schools/academies should have an Accessibility Plan. The effect of this law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. The Accessibility Plan is also a statutory document of the Department for Education’s guidance on statutory policies for schools.

Purpose of this policy

It is the duty of the academy to have an accessibility plan in place with the overall aim of:

1. increased access to the curriculum for disabled pupils;
2. improvements to the physical environment to increase access to education and associated services at the academies for disabled pupils; and
3. improvements in the provision of information for disabled pupils where it is provided in writing for non-disabled recipients.

Linked Documentation

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
Human Rights Act 1998

The Special Educational Needs and Disability Regulations 2014

Education and Inspections Act 2006

Equality Act 2010

Education Act 1996

Children and Families Act 2014

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

DfE (2014) ‘The Equality Act 2010 and schools’

DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

This plan operates in conjunction with the following academy policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equalities Policy
- Admissions Policy
- Behaviour Policy
- Medical Policy
- Health and Safety Policy
- Data Protection Policy

Roles and Responsibilities

It is the responsibility of the Principal to ensure this plan is reviewed at least annually and approved by the Governing Board. The review process can be delegated to a committee of the Governing Board, an individual or the Business Manager.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Principal and other relevant members of staff.
- Governors.
- External partners.

The Principal will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the academy should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the academy Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the principal and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the academy, and advising the Principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability

Definitions

The Equality Act 2010 states:

- A 'disabled student' is defined as someone who 'has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'.
- Discrimination: A responsible body discriminates against a disabled person if:
 - a) For reasons that relate to their disability, it treats them less favorably than it treats or would treat others to whom that reason does not or would not apply.
 - b) It cannot show that the treatment in question is justified.
- Reasonable steps: The duty to take reasonable steps (to ensure that there is no discrimination intended as an 'anticipatory' duty and does not simply apply once an individual student presents him or herself.

Related Procedures

The academy will plan for all three main requirements of the planning duty with the aim of ensuring the following.

Improving the physical environment of the academy to enable pupils with disabilities to take better advantage of our facilities, education and associated services

The physical environment covers the whole of the academy building and external footprint and includes:-

- All learning spaces
- All building entrances and exits (including emergency escape routes)
- All internal and external doors
- All corridor spaces
- Internal and external steps and stairs
- Toilet and Washing facilities
- Lighting
- Ventilation
- Internal and external surfaces
- Signage
- Furniture

It is the duty of the academy to provide access to all of the above through provision of physical aids where necessary e.g. ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids may also be required to access education through provision of specialist equipment e.g. enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids as required to support specific needs.

At Hawes Side Academy the provision of a special equipment or extra assistance for individual needs will be made through individual planning e.g. SEND framework, and where needed, through the planning duty which applies to all schools and academies due to their individual nature. The planning duty relates to the provision of aids or services in terms of the population (and future population) of the academy.

The academy is a brand new purpose built building that is fully accessible and equipped with disabled toilet and changing spaces. All classrooms are equipped with mobile furniture and resources to enable individualisation and differentiation.

Increasing the extent to which pupils with disabilities can access and participate in the school's curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Improving the availability of accessible information.

This part of the duty covers planning to make sure all information normally provided by the school is accessible to all pupils on an equal basis with their peers. This may include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, or through a recognised symbol system or ICT. This information should also be made available within a reasonable time-frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Overall aims of the Accessibility Plan

As Hawes Side Academy aims to include all pupils, including those with disabilities, in the full life of the school. We also employ the following strategies to achieve this:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully.
- Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- Devising teaching strategies that will remove barriers to learning and participation for pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and nonteaching) through a programme of training.
- Ensuring that our library and reading books provided positive images of people with disabilities.

Monitoring and Review

The academy recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

The plan will be reviewed annually by the Principal and members of the appropriate working party.

Appendices

Appendix 1- Accessibility Plan 22-23

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What	Why (duty)	How	Who	When
All staff working directly with children are familiar with how to support children in class and the wider academy environment.	Increasing the extent to which pupils with additional needs and/or disabilities can access and participate in the academy curriculum.	Training for staff relevant to specific disabilities	Relevant staff	Ongoing
Support for staff in differentiation of the curriculum to support pupils with specific difficulties	Increasing the extent to which pupils with additional needs and/or disabilities can access and participate in the academy curriculum.	Staff meetings Observations/ quality assurance Training Development of procedures to support Support from SENCO and related expertise	Relevant staff	Ongoing
Staff ensure appropriate preparation to ensure visiting speakers/assemblies/ trips, visits and extracurricular activities are planned to ensure they are accessible to all	Increasing the extent to which pupils with additional needs and/ or disabilities can access and participate in the academy curriculum.	Review provision to ensure that accessibility has been considered and is in place. Activities are conducted in an inclusive environment and differentiated accordingly.	Relevant staff	Ongoing
Classrooms/ break out spaces are flexible to enable changes in organisation to promote participation and independence of all pupils	Increasing the extent to which pupils with disabilities can access and participate in the academy curriculum.	Mobile / flexible furniture in place and any new purchases are made in line with academy requirements with accessibility in mind. Classrooms are maintained to a high standard to enable flexibility i.e. clean, tidy Bespoke requirements determined for pupils with specific needs by the SENCO in liaison with class teacher and other key staff (e.g. Health Support Worker) and external services.	Classroom staff Facilities Team Business Manager	Ongoing
Ensure that all pupils who have individual requirements have the appropriate plans and support in place to ensure requirements are fulfilled e.g. Pupil plan, whole class provision maps etc.	Increasing the extent to which pupils with disabilities can access and participate in the academy curriculum.	Full register of need in place and stored electronically Pupil plans managed and monitored by lead staff	Office SENCO Key staff, e.g. Class Teacher/ TA/Phase Leader	Ongoing As needed

What	Why (duty)	How	Who	When
		Regular meetings held with families to ensure that needs are appropriately met, e.g. through PCR meetings, meetings with class teacher Provision Maps updated by staff and quality assured by SLT/SENCO. These are held centrally to enable access for temporary staff	SMT	As needed (at least termly) As needed (at least termly)
Ensure availability of curriculum materials in alternative formats	Improving the availability of accessible written information.	Staff are aware of needs in place through sharing of information. Staff are aware of how conversion can be undertaken. Resources available to enable conversion in place (even if outsourced)	Office SENCO Lead LM	As needed
Ensure availability of all published materials in alternative formats for the wider community.	Improving the availability of accessible written information.	Staff are aware of needs in place Staff are aware of how conversion can be undertaken. Resources available to enable conversion in place (even if outsourced) Alternative electronic formats available Website / App	Office SENCO Lead LM	Ongoing
Survey parents/carers on quality of communication.	Improving the availability of accessible written information.	Academy is aware of the opinions of parents and acts on this.	Office	Ongoing/annual questionnaire
Ensure the academy lift is fully operational	Improving the physical environment of the academy	Lift available for easier access for all. Fob access to ensure only those who need to use the lift do so. Lift maintained in line with regulations.	Facilities Manager	Ongoing Annual
Ensure the hoist is regularly serviced and maintained	Improving the physical environment of the academy	Access for pupils who require this service is available. Hoist maintained in line with regulations.		Ongoing

What	Why (duty)	How	Who	When
			Facilities Manager	Annual
Ensure the academy is well maintained and free from obstruction	Improving the physical environment of the academy	Daily cleaning regime in place. Regular QA by SLT Termly Health & Safety Audits also monitor	Facilities Team SMT Facilities Team/Business Manager	Ongoing Half-Termly Termly
Ensure easy access to disabled facilities is available to those within the academy community who need it	Improving the physical environment of the academy	Disabled bays clearly signposted. Regular updates to the academy community via newsletter, text, website etc. to request considered use Disabled toilet available in the main reception which maintained daily. Accessible disabled changing room including a hoist available as needed. Pocket pagers for fire alarm available from the main office.	Facilities Team Office Facilities Team Facilities Team Office	In place Ongoing In place In place In place