



Accessibility Plan

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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.

This plan outlines how Hawes Side Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Purpose of this policy

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

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the academy, with the support of the local authority, will have regard to the need to allocate adequate resources in the implementation of this strategy.

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:

- 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 will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

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, Local Authority 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:

Increasing the extent to which pupils with disabilities can access and participate in the academy 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 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 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.

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 (if this can be offered), or through a recognised symbol system or ICT. This information should also be made available within a reasonable timeframe 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.

Developing the plan

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas above:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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 [25-26](#)

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Principal, Subject/Phase Leaders, teachers, SENCO	Ongoing	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2026
	Staff members do not have the skills to support pupils with SEND	<p>INSET provided to staff members</p> <p>Training for teachers on adaptive curriculum (in and out of the classroom) / to support pupils with specific needs</p> <p>Procedures in place to support planning and ensure key information is readily accessible to those who need it (TEAMS infrastructure) i.e.</p> <ul style="list-style-type: none"> • Pupil plans managed and monitored by lead staff • 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. <p>Observation of and feedback on practice to support development throughout the period</p>	Principal, Subject/Phase Leaders, teachers, SENCO External support (where needed)	Ongoing	Staff members have the skills to support pupils with SEND	Summer 2026

Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO EVC	Ongoing	Planning of school trips takes into account pupils with SEND	Summer 2026
	Classrooms/ break out spaces are flexible to enable changes in organisation to promote participation and independence of all pupils	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, other key staff and external services.	Teachers, SENCO SLT SBM	Ongoing	Academy environment enables full access to the curriculum	Summer 2026
Long term	Pupils with SEND cannot access lessons	Provide resources (including ICT) and other adjustments for pupils with SEND; this may include adult support/intervention	Subject/Phase Leaders, teachers, SENCO Comptech (as needed)	Ongoing	Pupils with SEND can access lessons	Summer 2026

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Ensure the physical environment remains accessible	Planned maintenance schedule followed PFI contract managed and used to ensure no long-term outage	Facilities Manager SBM Integral	Ongoing	The academy maintains accessibility, with any barriers quickly identified and remediated e.g. loss of access to the lift	Summer 2026
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes where necessary	SBM	Ongoing	Learning environment is accessible to pupils with visual impairments	Summer 2026
	Toilets are not accessible	Disabled toilet and changing in place. Handrails installed	SBM	Ongoing	Access to toilets is increased	Summer 2026
Long term	Children with physical disabilities cannot access school buildings	Accessible disabled changing room including a hoist remain accessible. Pocket pagers for fire alarm available from the main office.	Facilities Manager SBM Integral	Ongoing	Academy buildings are fully accessible	Summer 2026

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible	Audit of information and delivery procedures	SENCO, ICT manager	Ongoing	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2026
	Academy does not know how to make written information accessible	Staff of aware of how conversion can be undertaken. Resources available to enable conversion in place (even if outsourced) Alternative electronic formats available Website / App	SENCO	Ongoing	Academy is aware of local services for converting written information into alternative formats	Summer 2026
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, SBM Comptech	Ongoing	Written information is fully accessible to children with visual impairments	Summer 2026
Long term	School website is not accessible to children with SEND	Audit of website	SENCO, SBM Trustees	Ongoing	Website is fully accessible	Summer 2026