HILLSIDE PRIMARY ACCESSIBILITY PLAN

Document Control - Policy Amendments

Date	Version	Summary of Changes	Reviewer/s
August 2023	1.0	Initial version – adapted from 'The Key' template	Chris Everard, Director of Operations

Policy Review

Next Review Date:	August 2024
Ratified by:	Local Governing Body
Date Ratified:	
Dissemination:	The policy will be made available to all Trust employees

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1. Aims

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

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the academy 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.

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

1.3   We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of our school community has a right to feel safe, secure, valued and of equal worth and importance. At Hillside Primary School, equality is the key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious faith or faith traditions; sexual orientation, age or any other protected characteristics (Single Equalities Act 2010).

1.4   The plan will be made available online on the academy website, and paper copies are available upon request.

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

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

1.7   Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in our academy, the complaints procedure sets out the process for raising these concerns.

1.8   We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and staff.

2. Legislation

2.1   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.

2.2   The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

2.3   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.

2.4   Academies are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2.5   This policy complies with our funding agreement and articles of association.

3.   Action Plan

3.1   This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils	Reasonable adjustments are made in the classroom to make the curriculum accessible to all learners. Sequence of learning will be adapted to meet the needs of the cohort. Subject leaders provide an overview of content taught in relation to National Curriculum expectations.	Quality first teaching to be used in the form of adaptable resources in the classroom. Lessons are broken down using the CUSP SEND Guidance to improve deliberate practice to increase attention and retention. Emphasis on modelling (EXPLAIN/EXAMPLE) and scaffolded practice (ATTEMPT). Objectives are assessed and tracked by class teachers and curriculum leads. Curriculum leads to develop content overviews.	Headteacher SENCO Class Teachers	Ongoing strategies to be reviewed and adapted for the needs of the children.	Children are able to access learning confidently and with some independence where appropriate. Pupils are able to achieve national expectations in line with their peers.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height (See Appendices)	Accessibility is taken into account for Lockdown and Emergency Evacuation procedures. New building work is compliant with the Equality Act 2010. Reasonable adjustments to be made for wheelchair access for KS2 designated areas of the building.	Consultation with Active Learning Trust Premises where building work is to be completed. Review and maintain physical spaces in the building to remain complaint and accessible (minimum annual review).	Headteacher Caretaker Premises Management Active Learning Trust	Ongoing and reviewed annually Updates and reviews to take place where changes to the environment are needed	Disabled pupils will be able to access the learning environment effectively. Disabled pupils are evacuated safely.

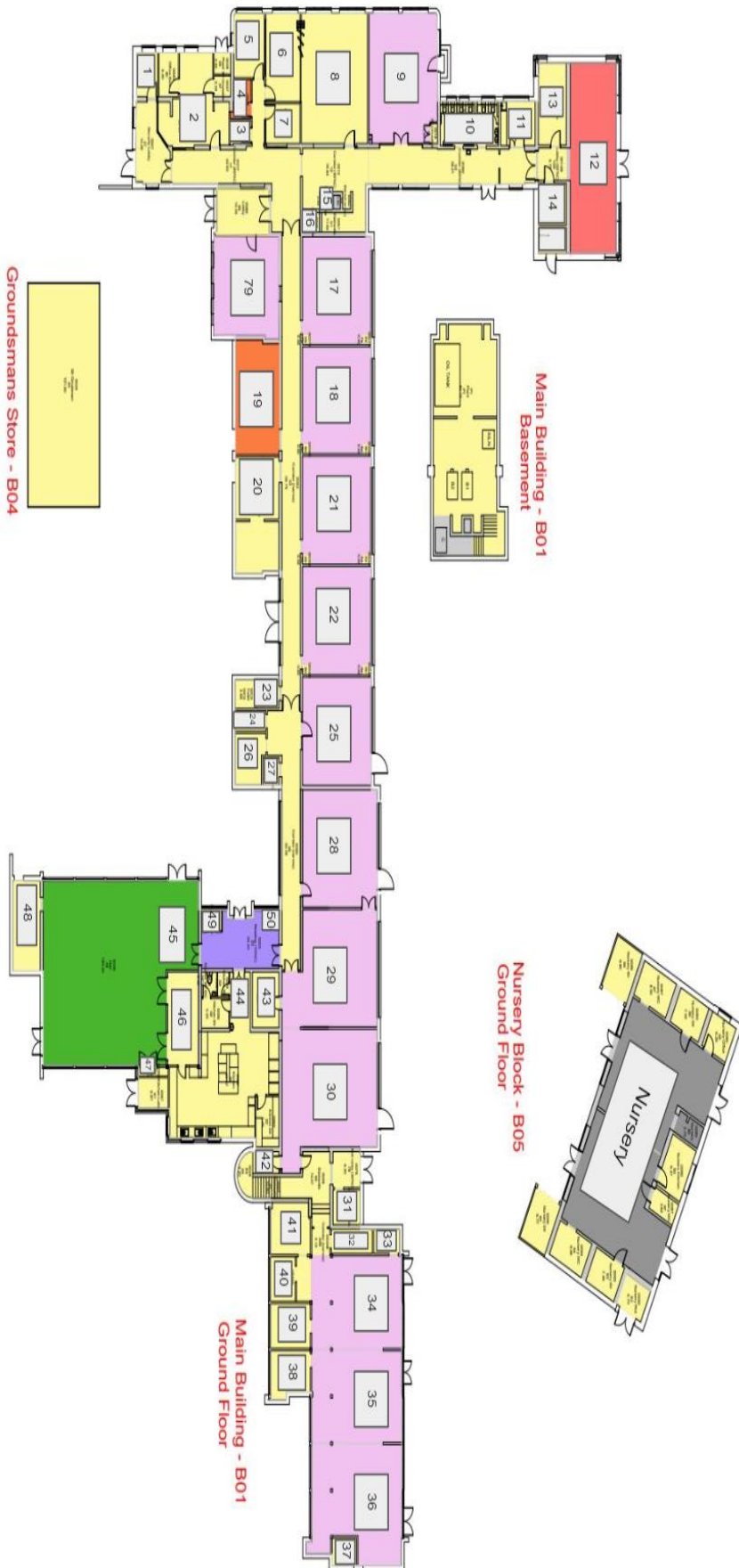| AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Use of technology • Alternative coloured overlays and paper	Pupils identified with specific learning needs have reasonable adjustments made within the provision of the classroom and wider learning contexts. The classroom environment is both Neurodivergent and Dyslexia friendly.	Specific needs are identified and plans implemented detailing resources/adaptations. Resources are provided to disseminate information to pupils appropriate to their learning needs. Calm classroom environments with deliberate and minimal displays to support pupil's learning. Teacher's provide alternative ways to record work.	Class Teachers SENDCo Headteacher Phase Leaders Subject Leaders	APDR Cycle reviewed termly.	Pupils to be able to access the curriculum effectively. Staff are confident to support the needs of the pupil's they teach.

4. Monitoring Arrangements

4.1   This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and the Active Learning Executive Leadership Team. It will be approved by the Local Governing Body.

5. Links with other policies

5.1   The accessibility plan is linked to the following policies and procedures:
- Risk Assessment Policy
- ALT Health and Safety Policy
- ALT Equality and Diversity Policy
- ALT Equality Opportunities in Employment
- Hillside Special Educational Needs Policy
- Hillside Special Educational Needs Report
- Hillside Supporting pupils with Medical Conditions Policy

Appendix 1: Ground Floor Map

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Appendix 2: First Floor Map

Main Building - B01
First Floor
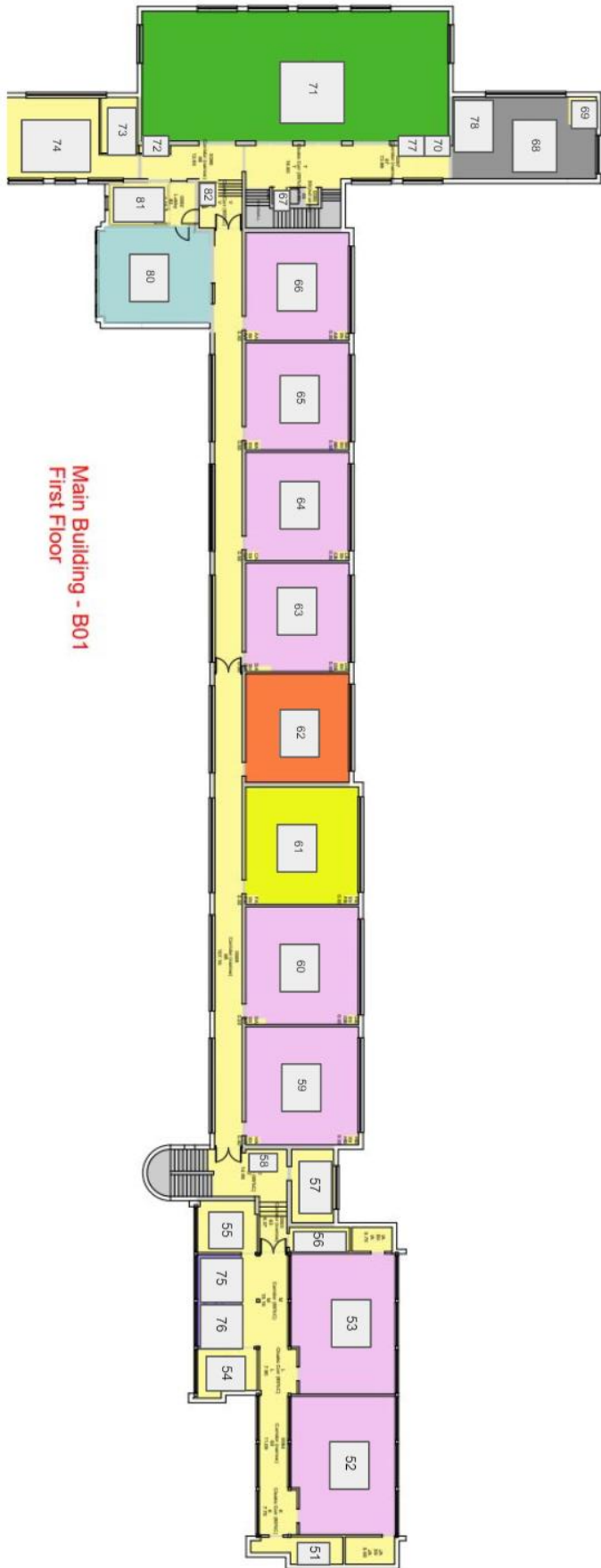
Appendix 3: Room Number Information

1. Business Manager Office
2. Main Office
3. Disabled toilet near main office
4. Server room
5. Head Teachers Office
6. PPA room
7. Meeting room
8. Staffroom
9. I.T. Suite
10. KS2 toilets
11. Site Managers Office
12. Library
13. Room in Library
14. Disabled toilet in Library
15. Paper cupboard
16. Boiler room
17. Classroom Yr 2
18. Break out room
19. Sensory Room
20. KS1 toilets
21. Classroom Yr 2
22. DT Room
23. Siteteam supply cupboard

24. Cleaners cupboard
25. Conference Room
26. Ladies toilets
27. Gents toilets
28. ELSA
29. Classroom Yr 1
30. Classroom Yr 1
31. Disabled toilet near Early Years
32. Store/water heater cupboard Early Years
33. Store cupboard in RM 34
34. Classroom Early Years
35. Classroom Early Years
36. Classroom Early Years
37. Storecupboard in RM 36
38. Toilet Early Years
39. Kitchen Early Years
40. One to one room Early Years
41. Toilets Early Years
42. Store cupboard opposite RM 30.
43. Art Cupboard
44. Main Kitchen
45. Lower Hall
46. Kitchen Servery

47. Electrical cupboard lower hall
48. Breakfast club cupboard
49. Lunchtime cupboard
50. D.T cupboard
79. Nightingales

Ground Floor

51. Maths Cupboard
52. Classroom Yr 6
53. Classroom Yr 6
54. Boys toilets Yr 6
55. Girls toilets Yr 6
56. Adults toilet
57. Deputy Head office
58. Store cupboard
59. Classroom Yr 5
60. Classroom Yr 5
61. Classroom Yr 5
62. Classroom Yr 4
63. Classroom Yr 4
64. Classroom Yr 3
65. Classroom Yr 3
66. Classroom Yr 3
67. Stairs to roof
68. Museum
69. Cupboard in Museum
70. Electrical cupboard
71. Upper hall
72. Store cupboard
73. Science cupboard
74. Inclusion/ safeguard lead office.
75. Intervention room Yr 6
76. Intervention room Yr 6
77. Store cupboard

78. RWI/Book cupboard
80. Music Room
81. I.T Technician room
82. Cleaners cupboard.

First Floor