ACCESSIBILITY PLAN

Created by: R McGinty

Approved by: Governors

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"EVERYONE EXCELS EVERYDAY"

VERSION INFORMATION

VERSION	REASON FOR UPDATE	AUTHOR	DATE	APPROVED BY:
1	Original Trust Policy	J Hawkrigg	Spring 2021	Trustees and CEO
1.1	Review of document	R McGinty	Spring 2026	Governors

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

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

Equity is one of the four cornerstones of everything we do at Hollingworth Learning Trust. The provision for pupils with special educational needs and disability (SEND) at Hollingworth Academy is inclusive and also allows for reasonable adjustments to be made to support the learning and wellbeing of these pupils, regardless of need. The following document sets out how pupils with SEND are supported, nurtured, valued and encouraged from transition to the school, through to transition into the post-16 sector.

"We believe that every individual pupil at Hollingworth Academy should be challenged and supported to make outstanding progress academically and develop into an independent, considerate and confident young adult, capable of successfully entering further education, employment or training. We have the highest expectations for all of our pupils. Their success is our success." Darren Randle, CEO.

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

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

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

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

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

To ensure pupils with special educational needs and disability (SEND) receive effective provision and intervention, so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based initially on 'Quality First Teaching' (QFT) that includes effective differentiation, which allows all pupils to access learning in a safe and secure environment.

To ensure that parents/carers of pupils with special educational needs and disability are fully informed of their child's progress, support and interventions.

To ensure a robust process for evaluating the effectiveness of interventions is in place.

To ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a pupil's provision.

To ensure that pupil with SEND are involved in discussions about their progress and provision.

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.

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

3. ACTION PLAN

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

Aim	Current Good Practice *Include established practice and practice under development*	Objectives *State short, medium and long-term 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 academy 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 ensure it meets the needs of all pupils. • With the support from feeder primary schools and specialist professionals such as SALT, RANS and CAMHs, a pupil's needs are considered when they start at Hollingworth and appropriate measures are put in place to enable the pupil to access the full curriculum. These individual strategies are communicated to all staff through INSET days and/or documentation.	Offer of broad curriculum to all Quality first teaching Ensure representation across school resources Data analysis Offer of broad curriculum for all Smooth transition for all pupils	Annual review of curriculum offer. Internal QA throughout the year. Audit of resources. Analysis after key data input. Transition team to ensure pupils are met through detailed planning and enhanced visits. Data collection and dissemination.	SLT SLT / HoD / HoY HoD SLT / HoDs Transition and SEND Team	Annually Ongoing cycle Annually Ongoing cycle Annual cycle	Considered curriculum with access for all QFT for all Visible representation Narrowing any gaps Pupil / parent voice

| Improve and maintain access to the physical environment. | The environment is adapted to the needs of pupils as required. This includes:
• Ramps.
• Lift.
• Corridor width.
• Disabled parking bays.
• Disabled toilets and changing facilities.
• Library shelves at wheelchair-accessible height.
• Height adjustable furniture in all departments including specific subject furniture in practical subjects.
• Mobile hoist.
• Hygiene room which includes shower toilet, lockers, shower and therapy bed. | Access Requirements Assessed | Pupils are assessed for any requirements and any reasonable adjustments to the building are considered by the academy.

Ensure relevant information is on relevant documentation. | CI – meet with families and professionals for advice around requirements for us to action. | Ongoing | All pupils have access to relevant requirements. |

Aim	Current Good Practice *Include established practice and practice under development*	Objectives *State short, medium and long-term 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 academy uses a range of communication methods to ensure information is accessible. This includes: • Internal signage. • Large print resources. • Pictorial or symbolic representations. • Electronic devices. • Print on coloured paper • Discussion • IT – e.g. laptops, Claro, Reading pens, specialised RANS laptops, Visualiser • Inclusive Classrooms • LPA Support	To develop independent learners. **Literacy** To develop a 'World Class' Literacy provision which will facilitate exceptional communication skills in all of our pupils. It will build a love of reading and an astute ability to communicate with a wide range of audiences verbally and in writing.	**Parental Engagement:** To develop parental awareness of expectations of pupils and resources they can use to support their learning through Parental Information Evenings, VLE, Website and Social Media. **Study Skills:** To develop a coherent Study Skills Pathway through Year 7 to Year 11. **Reading:** To develop a love of reading and an effective range of reading skills across the curriculum. **Written Communication:** To develop written communication across the curriculum that is effective and appropriate for both purpose and audience. **Oracy:** To develop verbal communication and listening skills across the curriculum that are effective and appropriate for both purpose and audience. Inclusive Classrooms	CH CH AE AE AE CI	Ongoing	Families who know how and where to access home learning effectively to support the child Visible cohesive approach whole academy to literacy – reading, writing and oracy Reasonable adjustments consistently made and evident in classrooms, assessments and exams

4. MONITORING ARRANGEMENTS

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

This document will be approved by the Headteacher/governing board.

5. LINKS WITH OTHER POLICIES

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

- Risk assessment policy.
- Health and safety policy.
- Equality information and objectives (public sector equality duty) statement for publication.
- Special educational needs (SEN) information report.
- SEND policy
- Supporting pupils with medical conditions policy.

APPENDIX 1: ACCESSIBILITY AUDIT

The table below contains some examples of features you might assess as part of an audit of the academy's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				