



# Accessibility Plan

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**Policy Reviewed and Adopted by  
Governing Body:**

**Date of Next Review: 31<sup>st</sup> August 2020**

**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. improving the physical environment of the academy to enable pupils with disabilities to take better advantage of our facilities, education and associated services.
2. increasing the extent to which pupils with disabilities can access and participate in the curriculum.
3. improving the availability of accessible written information.

## Linked Documentation

This policy should be read in conjunction with the following documents:

- Equality Act 2010
- Equalities Policy
- Special Educational Needs Policy
- Behaviour Policy
- Health and Safety 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 Body. The review process can be delegated to a committee of the Governing Body, an individual or the Business Manager.

The academy will also quality assure this plan with a relevant external provider to ensure it is fit for purpose.

## 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 written information.**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about academy events – available to disabled pupils. This will 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 19-20

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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 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 disabilities can access and participate in the academy curriculum.			
Staff ensure appropriate preparation to ensure visiting speakers/assemblies/ trips, visits and extra curricular activities are planned to ensure they are accessible to all	Increasing the extent to which pupils with 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 Site 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 i.e. IEP, 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  IEPs <sup>5</sup> managed and monitored by lead staff  Regular meetings held with families to ensure	Office SENCO Key staff e.g. Class Teacher/ TA SMT	Ongoing  As needed (at least annually)  As needed (at

		that needs are appropriately met (PCR)  Provision Maps updated by curriculum staff and quality assured by SMT/SENCO. These are held centrally to enable access for temporary staff		least termly)  As needed (at least Annually)
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 of 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 of aware of how conversion can be undertaken.  Resources available to enable conversion in place (even if outsourced)  Alternative electronic formats available from Sept 18 onwards. New Website (Sept 19)/ New App (Oct 19)	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.	Site Team Business 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.	Site Team Business Manager	Ongoing  Annual

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

