



Heath Hayes Academy



Accessibility Plan

December 2019

Reviewed and updated: December 2019
Next review Date: December 2020

Policy Overview

Overarching Principles

- We are fully committed to REAch2 schools being as inclusive as possible, so that every child can reach their full potential.
- This applies to all settings in our school - core school time as well as before and after school care and activities.
- Accessibility plans for REAch2 schools cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on the issues and circumstances for each school.
- We also aspire to our schools being as accessible as possible to all parents/carers, staff and volunteers, whatever their needs and circumstances.
- We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities.

Intended Impact

To help ensure that every REAch2 pupil has the best possible access to their schools' facilities and resources.

Roles and Responsibilities

- Pupils and parents/carers will: alert the teacher or a senior leader if they are concerned about the issue of accessibility or have ideas about further improving inclusion.
- REAch2 schools will: develop, maintain and keep under review a relevant and appropriate accessibility plan.
- REAch2 central staff will: provide support to the school as necessary, particularly via the estates, education and safeguarding leads within the regional team.
- REAch2 local governors will: provide scrutiny, support and challenge to the school's senior leaders on the accessibility plan and its implementation.

How this relates to national guidance and requirements

Schools needs to carry out accessibility planning for disabled pupils under the Equality Act 2010. In particular, under paragraph 3 of schedule 10 to the Act, schools must publish and accessibility plan, to include details of how they are:

- Increasing your disabled pupils' ability to participate in your school's curriculum

- Improving the physical environment of your school so disabled pupils can take better advantage of the education, benefits, facilities and services you offer
- Improving the availability of accessible information to your disabled pupils

Our schools' actions in relation to the public sector equality duty and equality objectives are also relevant here.

Key Definitions

Person with a disability - defined by section 6 of the Equality Act 2010 as if he or she has 'a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Implementation

It is for the Headteacher to develop and approve the accessibility plan, working with senior leaders, relevant members of staff and local governors.

REAch2 central staff can provide support and expertise, including the Regional Maintenance Surveyor, Deputy Director of Education and Associate School Leaders. National guidance is that the accessibility plan can be a standalone document or part of another document such as the School Development Plan.

REAch2 schools should keep their progress against the plan under review (at least annual), drawing on the scrutiny and challenge of local governors. The objectives themselves should be reviewed every three years, or sooner if there have been changes in the circumstances of the school that affect accessibility in any of the three given dimensions (physical, curriculum, information).

Access to Buildings, Classrooms and Environment

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below:

Area	Comments
Entrance and main office	The main office is on one level. The external perimeter is operated

	on an intercom system. The office door is open access and a member of staff oversees this and is at hand to assist anyone needing help to enter the building.
School building	The building is on one level and ramps are in place for any changes in the floor level. There is 1 disabled toilet in the building. Classroom entrances have steps and ramps to ensure that access to the building is possible for all.
Outdoor playgrounds	The outdoor playgrounds are accessible via a ramp if necessary from the main office, Year 2 classroom and access to the key stage 2 corridor. There is a seating area on the key stage 2 playground where children can rest/play quietly. There is a bench on the EYFS/KS1 playground for the same purpose.
School Field	The main school field is situated to the side of the main building. It can be accessed via steps from the back of the building and via flat ground from the front of the school.
Pavement and step edges	All pavement and step edges are painted with high visibility yellow paint.
Internal doors (VI)	Internal doors have a reflective sticker attached to them for the purpose of the visually impaired.
Quiet learning areas	Quiet learning areas are available for children with hearing impairments across the school.

Accessibility Plan Objectives

Objectives - specific, measurable	Expected actions/timeframes	Links to other documents (if any)	Cost (if relevant)	Date achieved or progress review
Physical Environment				
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	SEND Policy Health and Safety Policy		Lessons start on time and all children are able to see and access key learning areas. Continue to review Senior Leadership Team and Class Teacher.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Risk assessment	Educational Visits Coordinator training completed £240.	Access to all for extra curricular clubs. Clear Educational Visits Policy in place for all trips and visits.
Curriculum				
Training for teachers on differentiating the curriculum. All teachers are able to more fully meet the requirements of disabled children's needs	SLT to undertake an audit of staff training requirements.	Curriculum Policy		Increased access to the whole curriculum.

with regards to accessing the curriculum.				
Pupil Requirements				
Audit of pupil needs and staff training to meet needs. Review the specific needs for pupils living with a disability, with regards to basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners is actively encouraged.	SEND Policy		Awareness training completed for: Hearing Impairment (HI) Visual Impairment (VI) Autism (ASC) Trauma and Attachment

