



## Heath Hayes Academy



## Accessibility Plan

March 2021

Reviewed and updated: March 2021  
Next review Date: December 2024

## **Policy Overview**

### **Intent**

Heath Hayes Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

### **Legal Framework**

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## How this relates to national guidance and requirements

Schools need 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 an 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.

## 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

- Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- The headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.
- The full governing board will approve the Accessibility Plan before it is implemented.
- All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The SENCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

## Implementation

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).

## Equal Opportunities

- The school strives to ensure that all existing and potential pupils are given the same opportunities.
- The school is committed to developing a culture of inclusion, support and awareness.
- Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

- The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

### Curriculum

- The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- The SENDCo and class teacher will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- There are established procedures for the identification and support of pupils with SEND in place at the school.
- Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
- Specialist resources can be made available for pupils with visual impairments, such as large print and magnification.
- Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

### Physical Environment

- The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- There are no parts of the school to which pupils with disabilities have limited or no access to.
- The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- There are provisions for nappy changing.
- Where entrances to the school are not flat, a ramp is supplied for access.

- The corridor flooring and lighting is designed to support those who are visually impaired.

### 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 through 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 are a number of benches 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

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum.
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in March 2024. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

## 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				
To develop access to all areas of the school for pupils and parents who are physically impaired e.g wheelchair. This will ensure that the school buildings are fully accessible.	To develop a ramp that can be used safely and effectively to enter the mobile building at the back of the school.	Health and Safety	Site supervisor	
Curriculum				
To develop knowledge, understanding and awareness for all staff with regards to supporting pupils with SEND.	SENDCo to provide or source training for teaching staff with specific focus on key SEND needs throughout the school.	SEND Policy	SENDCo Training costs	
Information				
To ensure that all communicated information is accessible.	Use external services (when necessary) to convert written information into alternative formats.			





