Accessibility Plan - Hanham Woods Academy

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
June 2021	Document Creation		
Sept 22	**Document Reviewed**	**None**	

Contents

1   Introductory Statement

1.1   This Accessibility Plan (**Plan**) has been drawn up in consultation with the Senior Operations Manager, Special Educational Needs and Disabilities Coordinator: (SENDCo) and the Health & Safety Co-ordinator, and covers the period from July 2021 to July 2024. The plan is available in large print or other accessible format if required.

1.2   The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

1.3   We are committed to providing an environment which values and includes all students, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual,

emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2   Background

2.1   The Academy's Layout and Facilities

2.2   A larger copy of the below plan can be obtained from the Academy Premises Manager upon request.

2.2.1   The Academy is committed to making reasonable adjustments to allow disabled students to access educational provision at the Academy. The Academy occupies 14 buildings that are mainly ground floor; there are two areas (Art, IT) that are on the first floor. There are two lifts to the first floor areas that are no longer in use as they are not financially viable. We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled students can participate in the Academy curriculum.

- improve the physical environment of the Academy to increase access to education by disabled students.

- improve the delivery of information to students, staff, parents/carers and visitors with disabilities.

2.2.2 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy website

- Disability Equality Scheme

- Equal Opportunities policies

- Health and Safety policy

- Special Educational Needs policy

2.2.3 The Plan will be monitored through the Academy Council. There will be a full review of the Plan in July 2024 when a new Plan will be produced to cover the next three years.

2.3 Welcoming and Preparing for Disabled Students and Staff

2.3.1 Where it is practicable to make reasonable adjustments to enable a prospective students/staff to take up a place at the Academy, and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.3.2 In order to meet the needs of disabled students/staff, the Academy requires full information. The Academy will ask prospective students to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a student has a statement of special educational needs, or an Education, Health and Care (**EHC**) Plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.3.3 In assessing the student or prospective student, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3   Increasing the Extent to Which Disabled Students Can Participate in the Academy Curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	Enable staff to increase their knowledge and understanding of needs of disabled students and differentiating the curriculum.	Continued Professional Development/ Training for staff	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled students' needs with regards to accessing the curriculum.	Ongoing	Flexible approach to curriculum that enables all students to have their needs met in order for them to access the National Curriculum. Successful attainment made by SEND students in examinations.
Short Term	All students to have access to appropriate technology to support their learning.	Acquire hardware such as laptops for SEND department. Development of Digital Literacy provision for students to make the most of assistive technologies.	Students who have specific barriers can utilise technology to become more independent learners.	Ongoing	When all identified students can access the lessons independently.
Short Term	Data from primary schools and information from parents, carers and professionals is used effectively to ensure a smooth transition and appropriate curriculum is set up for all students in KS3.	Transition plan to be created using soft and quantitative data from KS2 settings. Extra visits for SEN and vulnerable students completed.	All students make a positive and successful start at Hanham Woods Academy in Year 7.	Term 1 2021	All students make a sustained successful start at Hanham Woods Academy.
Short Term	Classrooms to be organised in a way that is suitable for all learners with a physical impairment or disability.	All staff with students with a physical disability to audit their classrooms and highlight any concerns.	All students can access learning in all their classrooms and learning environments.	When students are identified any adaptations are made as soon as	All students are happy and successful in their learning.

	Targets	Strategies	Outcome	Timeframe	Goals achieved
	All students with either a short term or long physical disability to have individual risk assessments. These are to be reviewed either annually or appropriately to injury. Meetings to discuss mobility and progression with parents when appropriate. PEEP plans reviewed annually.	Risk assessments to be kept with H&S co-ordinator. Bespoke PE curriculum for disabled students when appropriate.		practically possible if finances support the need	
Short	All students to have full access to all areas of the curriculum.	Continued Professional Development/ Training for staff.	All students will be fully included in practical subjects.	When students are identified, meetings have been held with parent/carers and outside agencies within 3 weeks.	This will allow all students take part in practical subjects.
Short	All students with autism are included in the academy curriculum offer and needs are considered and met.	Regular review of SEND provisions within the attached Resource Base for students with social communication and speech and language needs. Provision for speech and language needs given by	All students are included in the curriculum offer. EHCP students who attend Resource Base have a personalised curriculum offer.	On an annual basis with regular ongoing reviews.	This will allow all students take part in all aspects of the curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
		traded Speech and Language therapists with annual reviews. Annual Review meetings held and documented with attendance of SEND casework officers from LA on key transitions or when appropriate. Bespoke PE curriculum for autistic students when appropriate.			
Short	All students with visual or auditory disabilities to be included in all curriculum areas.	Continued Professional Development/ Training for staff. Liaison with Visual Impairment and Hearing Impairment LA advisors when appropriate. Adaptation of seating plans and teaching resources when appropriate. Modification of exam papers when appropriate.	All students are fully included in practical and curriculum subjects.	By end of year	This will allow all students take part in all aspects of the curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Medium term	All trips and locations to be accessible to all.	Trip leaders to have an overview of trips and Senior Operations Manager to have an overview of all buildings on site. All staff organising trips to identify appropriate transport to allow students to attend.	All students are included fully within the academy extra-curricular trips/ activities.	At least four weeks prior to the trip	When all students can access all trips and Academy events using the same transport as peers.
Long term	All trips to be accessible to all.	Senior Operations Manager to make considerations of a new minibus with wheelchair access when current Academy minibus is at the end of its contract. Consideration of hiring accessible wheelchair access minibus if needed. Individual trips are all risk assessed with students in mind.	All students are included fully within the academy extra-curricular trips/ activities.	At the end of the current minibus contract	When all students can access all trips and Academy events using the same transport as peers.
Long term	Accessibility to all curriculum areas.	H&S co-ordinator to discuss this with Principal on an annual basis. Ground floor rooming of subject areas which are not accessible to be considered on a needs led basis.	All students and staff with accessibility issues are able to access all curriculum areas.	On an annual timetabling basis or when need arise.	Allow access for all

3.1 **Key Points to Consider When Completing This Table**

- Do teachers have the necessary training to teach and support disabled students?

- Are classrooms optimally organised for disabled students?

- Are lessons responsive to student diversity?

- Do lessons involve work to be done by individuals, pairs, groups, whole class?

- Do staff recognise and allow for additional time required by some disabled students to use equipment in practical work?

- Do staff recognise and allow for the mental effort expended by some disabled students, e.g. Lip reading?

- Do you provide access to computer technology appropriate for students with disabilities?

- Are there realistic expectations of all students?

- Do staff seek to remove all barriers to learning and participation?

- Are students encouraged to take part in music, drama and physical activities?

- Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, e.g. Some form of exercise in physical education?

4   Improving the physical environment of the Academy to increase access to education by disabled students

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit students with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.	Ongoing	Physical environment improved.
Short term	Have robust emergency and evacuation systems including students with SEND; including alarms with both visual and auditory components.	Complete personal evacuation plans for students with hearing/visual impairment and physical disabilities. Clear evacuation systems in place including personal evacuation plans for visitors with disabilities including those who are visually impaired.	Emergency and evacuation systems are planned and tested.	Ongoing	Physical accessibility increased.
Long Term	Improve and maintain access to the physical environment	Students with specific needs to have all of the appropriate equipment and furniture for their needs in line with financial constraints. Ensure that all buildings and rooms allow independent access for all.	All students are included fully within the academy	Ongoing	Physical accessibility increased.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost reinstating the lifts.	Ability of any staff or students with physical disabilities to access all areas of the Academy	Ongoing	Improved access to educational facilities.

4.1   Key Points to Consider When Completing This Table

- Does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all students?

- Can students who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?

- Are pathways of travel around the academy site and parking arrangements safe, routes logical and well signed?

- Are emergency and evacuation systems set up to inform all students, including students with sen and disability; including alarms with both visual and auditory components?

- Are non-visual guides used, to assist people to use buildings?

- Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?

- Are areas to which students should have access well lit?

- Are steps taken to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?

- Is furniture and equipment selected, adjusted and located appropriately?

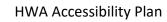**5   Improving the Delivery of Information To Disabled Students**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	Breaking the communication barrier for parent/carers where	Consider availability of interpreters at all parental engagement events to include	increased parental engagement and support resulting in improved student outcomes.	Ongoing	Delivery of information to parent/carers is improved.

	English is not their first language.	parent/carer consultation meetings.			
Short Term	Ensuring all information is shared in a variety of ways within the classroom	All information to be presented in written and verbal format with images where needed	All students can access all information provided	Ongoing	Delivery of information to students with disabilities and non-English-speaking students is improved.
Long Term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the Academy could provide written information in alternative formats.	Ongoing	Delivery of information to students with disabilities and non-English-speaking students is improved.

5.1   Key Points to Consider When Completing This Table

- Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?

- Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. By reading aloud overhead projections and describing diagrams?

- Do you have the facilities such as ICT to produce written information in different formats?

- Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Approved by: *Insert name and signature*	Principal
Insert name and signature	Academy Council
Approved on:	
Review date:	