



THE HILL PRIMARY ACADEMY ACCESSIBILITY PLAN

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Written by	SENDCO
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THE HILL PRIMARY ACADEMY ACCESSIBILITY PLAN

Policy Statement

At The Hill Primary Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

We believe in providing an education which is 'accessible for all', regardless of disability.

The Accessibility Plan should be read in conjunction with the following school policies:

- Behaviour Policy
- SEND Policy

plus the following Astrea Academy Trust Policies:

- Inclusion Policy
- Trust-wide Health & Safety Policy

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995).

The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

Purpose of the Plan

This plan shows how The Hill Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the academy's curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of the academy (this includes improvements to the physical environment of the academy and physical aids to access education).

- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the academy to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

The Hill Primary Academy is set in an ex-mining community. The academy is two buildings that have been joined by an indoor corridor and reception area. The majority of the school is one floor, particular in Key Stage 2. There is wheel chair accessibility to the dining hall that can then be used to access the Key Stage 1 area. Disabled toilet provision is available on the ground floor in reception and there are also disabled toilet facilities in Foundation Stage 2.

Some access to the school is via several steps; however there are ramps around the building at select locations to enable wheelchair access. The Foundation children are housed in a single story building which has wheelchair access throughout. There are a number of disabled parking spaces outside the school main entrance.

Current Range of known disabilities

The academy has children with a range of disabilities and impairments including moderate and specific learning disabilities, mobility issues and hearing impairments. Although we currently have a number of children and parents with mobility issues; none of these are wheelchair dependent.

Increasing access for disabled pupils to the academy curriculum.

Improving teaching and learning lies at the heart of the academy's ethos; through self- review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits (including residential visits).

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for aspects of disability, differentiation and recording methods	On- going and as required	SENDCO / Leadership Team	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENDCO	Raised confidence of support staff
Ensure staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with the child	As required	SENDCO	All staff aware of individual needs
Use ICT software to support learning	Make sure software installed when needed	As required	ICT / SENDCO	Wider use of SEN resources in

				classrooms
All educational visits to be accessible to all	Develop guidance for staff making trips accessible Ensure each new venue is vetted for appropriateness	As required	Class Teacher	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the academy

The Hill Primary Academy is continuing to grow and develop. It is hoped that in the near future we will be able to develop the buildings, in order to provide more engaging learning space and to improve the facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The academy improvement planning process considers such needs on a regular basis.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The academy is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of their support plan process when required	As required	SENDCO	ISPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parent's access needs and meet as appropriate	Induction and on-going if required	Principal	All staff and governors feel confident their needs are met
	Through questions and discussion find out the access needs of parents/carers	Annually	Principal	Parents have full access to all academy activities
	Consider access needs during the recruitment process	Recruitment process	Principal	Access issues do not influence recruitment and retention issues
	Ensure staff are aware of Environment Access Standard			
Layout of the academy to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Principal /Governors/ site manager/ school surveyor	Re- designed buildings are usable by all
Ensure access to reception area	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development	Site manager	Disabled parents/carers/ visitors feel welcome

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation plans (PEEP) for all pupils with difficulties	As required	SENDCO	All disabled pupils and staff working alongside are safe in event of evacuation
	Develop a system to ensure all staff are aware of their responsibilities	Ongoing	SENDCO	
Ensure accessibility of access of IT equipment	Alternative equipment in place to ensure access to all hardware including hall	On-going and as required	ICT	Hardware and software available to meet the needs of children as appropriate
	Liaise with VI/HI from BESST on information with regard to the visual impaired and hearing impaired pupils	As required	SENDCO	
Ensure appropriate equipment/resources are provided in the classroom	Seek support from VI/HI from BESST about the appropriate equipment	As required	SENDCO	All children/parents and staff have access to equipment/resources needed

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, textbooks and information about the academy's events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The academy will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parent/carers to ensure it is accessible	Provide information and letters in clear print in 'simple' English	During induction	Office	All parents receive information in a form they can access
	Academy's office will support and help parents to access information and complete school forms	On-going	Office	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged clear print for pupils with a visual impairment	As required	Office	Excellent communication
Annual review information to be as accessible as possible	Develop child friendly ISP review formats	On-going	SENDCO	Staff more aware of pupils preferred method of communication

