



# The Hills Academy Accessibility Plan

## Statement of intent

This plan should be read in conjunction with the School Development Plan, Inclusion Policy and Equality Policy. It outlines the proposals of the governing body of The Hills Academy to increase accessibility for all members of our school community in the 3 areas required by the planning duties in the Equality Act 2010.

This plan aims to:

1. Increase the extent to which pupils with disabilities can participate in the school curriculum.
2. Improve the environment at The Hills Academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and the associated services provided.
3. Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised regularly in consultation with:
  - The parents/carers of pupils
  - The Headteacher, office Manager, SENDCO and other relevant members of staff
  - Governors
  - External partners

Short, medium and long term actions are identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

The plan is published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee

Date approved by Governors: \_\_\_\_\_

### Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

### Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

### Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils and parents/carers with disabilities can access information on an equal basis with their peers.

Planning Duty aim	Current good practice – established and under development	Objective Short / medium / long term	Action	Person responsible	Outcome	Review date actions to be completed by
<b>Duty 1</b>  To ensure pupils with disabilities can access the curriculum on an equal basis with their peers	Staff members SDP focus to enhance their skills to support pupils with SEND	<b>Short term</b> Children with SEND have appropriate differentiation, support and challenge in lessons. Coordinators are knowledgeable about all learners of all abilities in their subject and how to support and challenge them	INSET provided to staff members and coordinator support for teachers on differentiating the curriculum	SENCO/ Subject Coordinators	Staff members have the skills to support children with SEND. Coordinators are knowledgeable about all levels of learning in their subject and how to support and challenge them	Summer 2018
	School trips include and take into account pupils with SEND. Trips to be reviewed in light of additional needs and alternatives /adaptations researched	<b>Medium term</b> Needs of pupils with SEND incorporated into planning process	Class teachers to review provision and be aware of accessibility options. Co-ordinator support for teachers on differentiating the curriculum visits	Year group staff//EVC	Planning of school trips takes into account pupils with SEND. Staff are aware of possible alternatives and/or adaptations for future need for all trips.	Summer 2018
	Pupils with more complex SEND needs are given appropriate support and resources to access lessons	<b>Long term</b> Provide tablets and other reasonable adjustments to pupils with SEND	SENCO research focused on what constitutes good practice in supporting more complex needs.	Headteacher/ /SENDCO	Pupils with more complex SEND needs can access lessons	Spring 2019
<b>Duty 2</b>  To ensure the school's new build is accessible to all	Children pupils with physical disabilities access the existing school buildings through ramps at every raised access point	<b>Short term:</b> To ensure new buildings completed Sept 2017 are fully accessible including adapted toilet for pupils?	Meet with architects so school is aware of accessibility barriers to its physical environment, and make plans to address them	HT/School Business Manager	School buildings are fully accessible	Snagging list completed by July 2018
<b>Duty 3</b>  To ensure school information is accessible to all parents and carers	Resources and information is available on the website. Investigate large format and more accessible versions eg: for visual impairment	<b>Medium term</b> Audit of information delivery procedures	SENCO/School Business Manager	Spring 2018	School is aware of accessibility gaps to its information delivery procedures. School is aware of Local services for converting written information into alternative formats	Summer 2019