



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 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. We recognise that equality law duty is 'anticipatory' and we will plan actions in advance (and on an ongoing basis) about what disabled people with a range of impairments might reasonably need. 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	Objective Short / medium / long term	Action	Person responsible	Outcome	Review date
Duty 1 To ensure pupils with disabilities can access the curriculum on an equal basis with their peers.	-Staff training to enhance their skills to support pupils with SEND. -Folders of support/advice to support SENDCo discussions. -Initial concern forms begin to address barriers to learning early.	Short term Children with SEND have appropriate differentiation, support and challenge in lessons.	-INSET provided to staff/ co-ordinator to differentiate the curriculum: Monday 6 th January Educational Psychologist training day - Dyslexia and learning difficulties and ADHD -Learning and teaching walks focus on use of teaching assistants and strengthened QFT (quality first teaching) for individual needs.	SENCO/ Subject Co-ordinators	Staff members have the skills to support children with SEND Coordinators are knowledgeable about how to support pupils with emerging or identified SEN needs ahead of planning the new curriculum for September 2020.	Summer 2020
	School trips include and take into account pupils with SEND. EVC (Educational visits coordinator) reviews trips in light of additional needs and alternatives /adaptations made	Medium term Needs of pupils with SEND incorporated into 2020 curriculum reorganisation planning process	Class teachers to review provision and be aware of accessibility options. EVC support for teachers on differentiating the curriculum visits and support/scrutiny and feedback with SENDCo on individual risk assessments	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 2020
	Pupils with more complex SEND needs are given appropriate support and resources to access lessons	Long term Provide suitable specialised resources/ reasonable adjustments to pupils with SEND. Establish and maintain close liaison with outside agencies for pupils with additional needs	-SENCO research and Educational Psychologist advice focused on what constitutes good practice in supporting more complex needs. -Specialist nurses and parent liaison with staff knowledge and support for medical conditions.	Headteacher/ /SENDCO	Pupils with more complex SEND needs can access lessons and fully access school curriculum	Summer 2020
Duty 2 To ensure the school's new build is accessible to all	Children/parents/ staff with physical disabilities access the existing school buildings through lowered kerbs/ramps at every raised access point	Short term: To plan for lowering of kerbs and door thresholds which still remain in the main building needing door threshold adjustment/ temporary ramps to adapt and improve accessibility	Resources committee research/cost of actioning school accessibility barriers to its physical environment, and make plans to address them	Resources committee/ HT/School Business Manager	School Buildings/site are fully accessible	Summer 2020
Duty 3 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	Short term, Access arrangements are considered and put into place for statutory testing Medium term Audit of information delivery procedures	SENCO/ School Business Manager	SENDCo	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 2020