



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 |
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| Duty 1 To ensure pupils with disabilities can access the curriculum on an equal basis with their peers. | -Staff training TES portfolio SLT can signpost relevant training to enhance subject lead skills/ knowledge of to support pupils with SEND. -Folders of support/advice to support SENDCo discussions. | Short term Children with SEND have appropriate differentiation, support, and challenge in planning for potential future lockdown lessons. | -staff plan a new curriculum with well-differentiated activities which are clear and easily understandable. Planning is available on the school website a week in advance | SENCO/ Subject Co-ordinators | Coordinators are proactive in sampling planning to check the levels of differentiation and apply their knowledge of how to support pupils with emerging or identified SEN needs | Summer 2021 |
| | 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 Target extended due to March lockdown Needs of pupils with SEND incorporated into 2020/1 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 2021 |
| 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 | 2 Short term targets: 1)To lower the main door threshold which still has a small concrete step 2) to remove/adapt the raised manhole cover represents a hazard on the path to the side of the school | Resources committee research/cost of actioning these 2 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 2021 |
| Duty 3 To ensure school information is accessible to all parents and carers | Improve the delivery of written information to pupils and their parents | Short term target Increased provision of ICT (laptops, tablets) from government funding | HT requested 25 Microsoft devices with operating system: Microsoft Teams | HT/Office manager | Online learning supported for pupils in need of improved access | Autumn 2020 |
| | Improve the delivery of information to pupils with a disability | To ensure that children who have SEND have access to relevant resources | SALT training sessions -objects of reference - intensive interaction -object exchange -attention autism | SENDCo/ SALT support practitioner Terri Bruce | Children's opportunities learning will be matched and purposeful | Autumn 2020/spring 2021 |