



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: __September 2021__

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
<p>Duty 1</p> <p>To ensure pupils with disabilities can access the curriculum on an equal basis with their peers.</p>	<ul style="list-style-type: none"> Use of daily visual timetables, all staff have up to date training. Personalised training for TAs working with specific pupils communication, medical or personal needs. Adaptations for pupils with SEN: 2021 online training for teachers on differentiating the curriculum and TAs on supporting pupils with SEN 	<ol style="list-style-type: none"> Short term: Widen the range of communication support to include more staff skilled in use of PECS, objects of reference/exchange, TEACH, visual communication strategies Short term: Training for all staff on speech and language Medium Term: Purchase 1 or 2 tablets and purchase 1 laptop to support adjustments to pupils with SEND Long term: TA meets to share this practice/knowledge more widely 	<p>SALT professionals/ support practitioners to lead training for support staff 2021-22 (programmes for specific pupils) with speech, language and communication needs.</p> <p>Three staff training sessions to cascade Talking Success content</p> <p>Resources committee to agree and office Manger to purchase and arrange set up with techies</p> <p>TA meets when possible to resume for TAs to share practice</p>	<p>VT</p> <p>ZP/JP/VT</p> <p>Ian Buck /Sub committee and Sarah Dickson</p> <p>VT & TAs delivering SALT</p>	<p>Visits model good practice and revisits evidence progress towards personal targets and embedded advice in practice</p> <p>Universal speech, language and communication is enhanced, staff knowledge of targeted next steps is clear and they know how to populate referrals with accurate, targeted information</p> <p>Pupils with additional needs have the correct resourcing to support their learning needs and can record their understanding in alternative ways as suggested by Educational Psychologist or other professional reports</p> <p>TAs share good practice</p>	
<p>Duty 2</p> <p>To ensure the school's new build is accessible to all</p>	<ul style="list-style-type: none"> Full accessible new build KS2 building Ramps, disabled toilets door widths and medical room. Flashing alarms 	<ol style="list-style-type: none"> Long term: To ensure the school is maintained as an accessible environment suitable for those with visual impairment/physical access needs. Short term: step by main entrance is adapted so it is wheelchair friendly 	<p>Site audit with Chair of resources and office manager</p> <p>Resources committee to seek 3 quotes/solutions and authorise works.</p>	<p>IB/SD/VT</p> <p>IB</p>	<p>Future next steps are audited and prioritised for future planning</p> <p>Main entrance is fully accessible</p>	
<p>Duty 3</p> <p>To ensure school information is accessible to all pupils, parents and carers</p>	<p>Translation options using 'immersive reader' shared with office and teaching team</p> <p>School staff translate and support in their first languages</p>	<p>Medium term: Investigate website accessibility options – translate and reading facilities</p> <p>Short term: Increase SEND resources and staff knowledge for individual pupils who are non verbal to communicate needs</p>	<p>SALT team to lead training in visual communication, provide increased resources</p> <p>PECS folders developed</p> <p>TEACCH approach advice from Advisory Teacher for Pupils with SEND</p> <p>Get advice from LA on alternative formats used and use of IT software to produce customized materials.</p>	<p>Z.M. (SALT) TAs VT</p> <p>(J.J) VT TAs</p>	<p>Pupils communication needs are supported with increased resourcing and knowledge</p> <p>School resources increased</p> <p>School website has improved accessibility options</p>	