



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 and approved by them each autumn term

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 |
|---|--|---|--|---|---|--------|
| Duty 1 To ensure pupils with disabilities can access the curriculum on an equal basis with their peers. | <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: online and face to face training for teachers and from early help professional | <ol style="list-style-type: none"> Short term: Widen the range of communication support to include more staff skilled in use Attention Autism, TapTap Box Makaton, and Communicaton Books Short term: Training for all staff on speech and language- including communication books and Makaton Short Term: Purchase 2 tablets and purchase 1 laptop to support adjustments to pupils with SEND Medium term: Planning for Y4 residential to be fully inclusive | <p>SALT professionals/ support practitioners to lead training for support staff 2022 (programmes for specific pupils) with speech, language and communication needs.</p> <p>Staff training sessions by external providers and in house</p> <p>Resources committee to agree and office Manger to purchase and arrange set up with techies</p> <p>VT to meet with EVC and Y4 staff to discuss amendments to activities. Liaise with parents and Hilltop to ensure needs are met and pupils fully included.</p> | <p>VT</p> <p>VT / EP team/ speech practitioners/ Communication specialist</p> <p>Ian Buck /Sub committee and Sarah Dickson</p> <p>VT & CS</p> | <p>Visits model good practice and revisits evidence progress towards personal targets and embedded advice in practice</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 and have knowledge enhanced in relevant areas</p> <p>All pupils with SEN have a safe and enjoyable residential autumn 24</p> | |
| Duty 2 To ensure the school's new build is accessible to all | <ul style="list-style-type: none"> Full accessible new build KS2 building Ramps, disabled toilets door widths and medical room. Flashing alarms Main entrance and staffroom/ Y1 room even surface Lowered entrance kerb thresholds to main entrance | <ol style="list-style-type: none"> Long term: To ensure the school has suitable spaces for interventions. Resources committee to investigate the possibility of changing the current PE cupboard into 1 or 2 break out spaces with windows/roof lights and external access/shared fire escape with hall ramp. Short term: steps to the hall are demarcated with clearly painted, visually contrasting nosings/smooth edging and the difference in door threshold and top step is addressed Short term: due to expansion of foundation stage into additional classroom, interventions are now more in new build corridor and need to be screened to maintain privacy and focus. | <p>Site audit with Chair of resources and office manager</p> <p>Resources committee to seek 3 quotes/solutions and authorise works</p> <p>VT to source 3 possible prices and forward to MW/IB.</p> | <p>IB/SD/VT</p> <p>IB</p> <p>VT/MW/IB</p> | <p>Future next steps are audited and prioritised for future planning</p> <p>Hall exit is fully accessible</p> <p>Pupils are able to complete additional intervention and support with increased focus and privacy</p> | |

| Planning Duty aim | Current good practice | Objective Short / medium / long term | Action | Person responsible | Outcome | Review |
|--|--|--|--|------------------------|---|--------|
| Duty 3 To ensure school information is accessible to all pupils parents and carers | Translation options using 'immersive reader' shared with office and teaching team School staff translate and support in their first languages Additional weekly hour to support parents with EAL needs to support inclusion in key school events (eg: trips consultations, school events) Teams used for locked channels for key documents TA support for EAL/SEN pupils | Long term: Continue to add SEN resources and information to school website Short term: Ensure medical needs of pupils are fully understood and plans are in place for them. Plans are understood by all Staff.. | Continued addition of new resources. Follow care plans for pupils with significant medical conditions Regular medical training for First Aid, allergies, epilepsy and asthma. Locked channel for all key staff for named pupils | VT CS CS | Parents have increased resourcing and knowledge Pupil needs are widely understood by key individuals | |