



HuishEpiscopi

ACCESSIBILITY PLAN

2020 - 2023



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ACCESSIBILITY PLAN				
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Notes				



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ACCESSIBILITY PLAN

November 2020 to November 2023

1. Aims

Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the Academy to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
- Our Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the Academy website, and paper copies are available upon request.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in Academy, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including:

- Pupils
- Parents of pupils
- Employees
- Directors
- External partners

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for Academics on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Equalities Act 2010 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Academics are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability pupil faces in comparison with pupils without a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Section 2: Aims & Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Training has been provided for staff on hearing impairment, dyslexia, literacy and numeracy. • We provide a differentiated and resourced curriculum which is personalised as appropriate for pupils with complex needs and disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils. 	<p>Short term: Staff members have the skills to support pupils with SEND. Good communication across the Academy ensures emerging needs are acted upon in a reasonable time.</p> <p>Medium term: An annual audit of required training will be carried out (based on the needs of pupils) leading to appropriate CPD for staff as required.</p> <p>Long term: Full access to learning with scaffolding and support as necessary will result in improved and sustained academy progress for pupils with SEND.</p>	<p>Discuss perception of issues with staff to determine the current status of academy.</p> <p>Provide appropriate training for teachers on recognising specific needs and differentiating the curriculum</p> <p>Provide training for governors, staff, pupils and parents</p> <p>CPD to support scaffolding and differentiation. Staff to own their portfolios and implement required adjustments. Monitored by line managers and SLT</p>	<p>SLT SENCO Teaching staff Support staff</p> <p>SLT SENCO</p> <p>SLT SENCO</p>	<p>Reviewed termly</p> <p>Autumn term annually</p> <p>Reviewed in September annually.</p>

Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The academy has provided accessible car parking, a Clos-o-mat system installed in toilets, and automated entrance doors in key areas of the Academy. The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> Ramps Elevators Corridor width Accessible parking bays Accessible toilets and changing facilities Library shelves at wheelchair-accessible height 	<p>Short term: Provision of up to date information regarding the accessibility of the Academy site</p> <p>All entrances to the Academy to be accessible.</p>	Audit of physical environment included in site master planning.	Business Manager & Site Manager	Spring 2021
		<p>Medium term: Improve general conditions to external surface.</p>			Termly review
		<p>Long term: All classrooms fully accessible.</p>	Review access requirements followed by construction work as appropriate.		July annually
Improve the delivery of information to pupils with a disability	<p>We have the Read Write Gold package available and staff training has been provided. Training has also been offered to parents.</p> <p>We ensure coloured overlays are available in every classroom where there is a pupil who may require it. At the beginning of term The SEND team put together packs of coloured overlays for teachers to have when</p>	<p>Short term: Pupils have access to information in a variety of formats.</p> <p>Website is fully accessible.</p>	Audit of how information is provided to pupils and how this can be more accessible using local services.	SLT SENCO	Academic Year 2020/2021

	moving between lessons.				
	<p>Our Academy uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources <p>Pictorial or symbolic representations</p>	<p>Medium term: Training sessions for staff regarding good communications systems</p>	<p>Adults working at and for the Academy are aware of the importance of good communications systems.</p>	<p>SLT SENCO</p>	<p>Reviewed annually in September</p>
		<p>Long term: All Academy brochures, Academy newsletters and other information for parents are available in accessible formats.</p>		<p>Business Manager SENCO</p>	<p>Reviewed annually in August</p>

3: Accessibility Co-ordinators:

The Accessibility Plan co-ordinators are as follows:

- Assistant Principal responsible for vulnerable groups of pupils
- SENCO
- Heads of House
- Business Manager

A record log of meetings will be maintained. They will consult with the Principal and Senior Leadership Team, and others as appropriate. In addition, the Co-ordinators seek advice from those professional advisors deemed appropriate.

The Co-ordinators' responsibilities are:

- To review annually the Academy's policies, procedures and facilities to maximise accessibility to the Academy by those with additional needs
- To make recommendations to improve accessibility through amendments to the Accessibility Plan

4: Awareness of Accessibility Plan:

The Policy has been prepared by the Accessibility Plan Co-ordinators and endorsed by Academy Directors. Copies are made available to all staff and those involved in the Admissions' Process. Parents of existing pupils have been advised of this policy via the Academy's website and the Academy supplies copies of this policy to all who request it. A copy is available on the Academy website.

The Accessibility Plan Co-ordinators meet termly to monitor implementation of this plan and to revise it annually.

Young people with special educational needs have been part of the community at the Academy for many years; this plan is a mechanism to improve inclusion. Most of the support mechanisms for disabled pupils and those with additional needs are already in place and physical alterations to the premises will continue. The Academy is not complacent and is actively working to improve its accessibility to pupils, parents, staff and members of the public with disabilities.

5: Associated Documents:

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Admissions
- Curriculum
- Single Equality Scheme
- Continuing Professional Development Policy
- Health & Safety
- Special Educational Needs Policy
- Behaviour Management
- Academy Improvement Plan
- Academy Prospectus
- Teaching and Learning Policy

6: Monitoring and Implementation:

- As curriculum policies are evaluated and reviewed, a section relating to Equality and Diversity will be referred to.
- The terms of reference for all Directors' committees will contain an item on "having regard to matters relating to Access".
- The Academy Prospectus will make reference to this Accessibility Plan.
- The Academy's complaints procedure covers the Accessibility Plan.
- The Plan will be monitored through the Academy Board's Finance, Audit and Premises Committee.

Approved by Principal

Date for review (3 years): November 2023