

# Hinde House 2-16 Academy

## Accessibility Plan

|                        |   |
|------------------------|---|
| Version                | 1.0   |
| Author including Title | Louise Fox SENDCo   |
| Responsible committee  |   |
| Date adopted           | January 2021  |
| Review Date            | January 2024  |
| Target Audience        |   |
| Related Documents      | <ul style="list-style-type: none"> <li>• Risk assessment policy</li> <li>• Health and safety policy</li> <li>• Equality information and objectives (public sector equality duty) statement for publication</li> <li>• Special Educational Needs (SEN) information report</li> <li>• Supporting pupils with medical conditions policy</li> </ul> |
| Referenced             | Equality Act 2010   |

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## 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the Academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Hinde House 2-16 Academy has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people, we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

Our Academy's complaints procedure covers the accessibility 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, staff and governors of the Academy.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for academy's 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 [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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.

Academies are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim   | Current good practice<br><i>Include established practice and practice under development</i>   | Objectives<br><i>State short, medium and long-term objectives</i> | Actions to be taken  | Person responsible | Date to complete actions by | Success criteria   |
|---|---|---|--|--------------------|-----------------------------|--|
| <b>Increase access to the curriculum for pupils with a disability</b> | Our Academy offers a differentiated curriculum for all pupils and delivers whole staff training – Quality First Teaching (QFT)  | Short term  | Continuing Professional Development programme (CPD) in Quality First Teaching for all staff        | SENDCo             | April 2022                  | Observations, learning walks and pupil/ parent voice reflect that pupils with SEN are supported to achieve their potential through QFT |
|   | We use specific resources tailored to the needs of individual pupils who require additional support to access the curriculum. (iPads, laptops, magnifiers, hearing aids, wheelchairs, walking frames) | Short term  | Further specialist training for teachers of identified pupils                                      | SENDCo             | April 2022                  |  |
|   | Curriculum resources & software to support all students with disabilities. (enlarged print copies, tinted exercise books, pencil grips, laptops)  | Short term  | Book looks and learning walks to ensure provisions and differentiation is happening across lessons | SENDCo             | November 2021               |  |

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|  | Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all pupils.<br><br>Targets are set effectively and are appropriate for pupils with disabilities. | Long term   | In house training for Provision Map to be conducted by the Higher-Level Teaching Assistant in the Summer term followed by Heads of Year, then all staff | SENDCo | April 2022    |  |
|  | A range of support staff including Teaching Assistants who are trained in the 4 areas of Special needs  | Medium term | Liaise with outside agencies to arrange appropriate training based on the needs of the students in school   | SENDCo | December 2021 | TAs are confident in their area of need to deliver quality wave 1 support and wave 2- 3 interventions                      |
|  | To continue to ensure collaboration and sharing of information between school and families, health/other professionals, and Post 16 organisations   | Long term   | All relevant agencies invited to My Plan and EHCP reviews. Reports obtained if professionals unavailable and shared with staff and parents              | SENDCo | July 2022     | Effective collaboration systems in place between parents, pupil, SEND team, staff  |
|  | To continue close liaison with outside agencies for pupils with on-going health needs (e.g. epilepsy, asthma, mobility problems, visual & hearing impaired)   |             |   |        |               | All information in medical files and SEN profiles is relevant and up to date and all staff are aware of need and provision |
|  | Continue to ensure that all pupils with a disability have access to all curriculum and  | Medium term | Ensure that disability is not a barrier to prevent pupils joining in relevant trips, residential experiences and  | SENDCo | December 2020 | Pupils with a disability are included in trips, residential, curriculum  |

|  |   |            |  |                                |                |   |
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|  | educational experiences including trips, residential  |            | curriculum provision. Discuss any arrangements needed with pupils and parents/carers. Obtain advice from specialist staff as needed. Modify arrangements as needed   |                                |                | experiences alongside their peers   |
|  | Continue to circulate information to staff with strategies to increase access to learning for pupils with medical conditions including allergies, diabetes, asthma, cerebral palsy. | Short term | <p>New medical profiles are in place with specific information for staff. General and specific information sought from pupils, parents/carers and specialist staff, including from review meetings. Information included on SharePoint: (list section and Medical profiles (last section) Secondary Inclusion Link and in the Essentials file at Primary</p> <p>Discuss and agree support programme with pupils, parents/carers, and appropriate staff.</p> <p>Continue training programme for appropriate staff e.g. First Aid/Paediatric First Aid in Primary and Secondary Phases<br/>Care plans to be written<br/>Support from trained staff to help administer and monitor medication</p> <p>Review provision regularly with pupils, parents/carers and staff</p> <p>Discuss and agree support programme with pupils, parents/carers, appropriate staff</p> | School medical team and SENDco | September 2021 | <p>Review meetings for pupil, parents/carers and staff three times each year</p> <p>Information is clear and accessible</p> <p>Monitored by Occupational Therapy, Physiotherapy Team, Speech and Language Team and other specialists where appropriate</p> <p>Pupil progress monitored each term - pupils to meet targets</p> |

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|   |  |                  | <p>Ensure strategies to support learning are provided as part of the Pupil profiles and/or on the staff hub</p> <p>Enable pupils to have appropriate specialist tuition during the school day</p> <p>Provide lunchtime support and lesson support as needed</p> <p>Check provision needed including writing slopes, special seating, finger grips, use of lift, IT, servicing of hoists</p> <p>Ensure staff training is updated in use of ski-pads, Moving and Handling</p> <p>Provide appropriate provision for PE lessons</p> <p>Ensure Personal Evacuation Plans are completed as needed</p> <p>Provide appropriate provision for PE lessons</p> |                      |                   |  |
| <p><b>Improve and maintain access to the physical environment</b></p> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <p>All corridors have a wide accessibility</p> <p>Lifts to enable students with mobility issues have access to all floors of the buildings</p> | <p>Long term</p> | <p>Lifts Maintained and checked by Kier / Mitie (HHP serviced monthly/ HHS serviced every 6 months)</p> <p>Liaise with the trust to agree on amount and location of disabled parking</p> <p>Automatic doors regularly serviced</p>  | <p>Premises team</p> | <p>April 2022</p> | <p>All areas of the physical environment are safe and accessible</p> |

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|  | <p>Designated parking areas for disabled visitors &amp; families</p> <p>All entrances have wide accessibility</p> <p>All areas of school can be accessible to wheelchair users</p> <p>Accessible toilet facilities on each floor of HHS and HHP – fitted with alarms including 2 accessible shower facilities (1 in HHP / 1 in HHS)</p> <p>Reception areas are at ground level with wide accessibilities and automatic doors</p> <p>Internal signage is clearly numbered</p> <p>Emergency escape routes, including fire shelters.</p> <p>Personal Emergency Evacuation Plans (PEEPs) for students and visitors with mobility issues (also consider VI and ASD disabilities)</p> <p>To consider lighting solutions in some classrooms (difficulty viewing IWB for students with visual impairments) and</p> | <p>Medium Term</p> | <p>Consider alternative signage – pictograms / braille?</p> <p>Checked monthly</p> <p>Rooms with lighting or acoustic issues to be identified and solutions agreed</p> | <p>SENDCo</p> | <p>December 2021</p> |  |
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|  | <p>acoustics</p> <p>To make differentiated seating available</p> <p>To include height adjustable tables where appropriate (technology, science &amp; art)</p> |                   |  |  |                      |  |
| <p><b>Improve the delivery of information to pupils, parents, visitor and other users of the academy with a disability</b></p> | <p>Our Academy uses a range of communication methods to ensure information is accessible.</p> <p>All policies can be adapted if needed</p>                    | <p>Short term</p> | <p>Develop the website to include access instruction i.e. text to speech/ enlarge text / google translate</p> <p>Ensure it is clear that all visitors to the building can request information in large print (on main reception)</p> <p>Discuss if we need further signage support (pictorial) to be fully inclusive</p> | <p>Academy/Trust IT Department under instruction of SENDCo</p> <p>SENDCo</p> | <p>December 2021</p> | <p>Everyone, who accesses our buildings, has the information and signage needed to access all facilities and support</p> |

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by Directors and CEO.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

| Feature                       | Description  | Actions to be taken   | Person responsible  | Date to complete actions by |
|-------------------------------|--|---|---|-----------------------------|
| Number of stories: HHS<br>HHP | 4<br>2   | N/A   | N/A   |                             |
| Corridor access               | All corridors have wide access                               | Continuous monitoring to ensure corridors are kept clear of obstructions  | Premises teams and staff                                    | On going                    |
| Lifts                         | HHS: 2 to access all floors<br>HHP: 1                        | All serviced and checked by Mitie (HHS) every 6 months (HHP) every month  | Premises teams  | On going                    |
| Parking bays                  | Designated disabled parking bays:<br>HHS: 4<br>HHP: 2        | Clarify with Trust on how many bays and location- if need changing  | Premises team/<br>compliance officer                        |                             |
| Entrances                     | All entrances have wide access                               | Students are offered chaperones to assist in movement around school. This is not always taken up due to the independent nature of some of our pupils with disabilities. | Year Team,<br>SEND team,<br>medical team<br>Reception staff | On going                    |
| Ramps                         | All areas are accessible to wheelchair users and people with | N/A   | N/A   |                             |

|                         |  |                                       |               |          |
|-------------------------|--|---------------------------------------|---------------|----------|
|                         | mobility issues  |                                       |               |          |
| Toilets                 | Accessible toilets in each site<br>Alarms fitted                           | Maintained daily                      | Premises team | On going |
| Reception area          | Both sites: Automatic doors to entrances, ground level, loop system fitted | Doors regularly serviced              | Premises team | On going |
| Internal signage        | All doors numbered<br>original signs have braille (HHP)                    | Consider pictogram signage both sites | Premises team | Ongoing  |
| Emergency escape routes | Fire exits   | Checked monthly                       | Premises team | ongoing  |