



Sponsored by Academy Transformation Trust

Accessibility Plan

Adopted	July 2014
Date of Review	June 2015

*Inspire,
Aspire,
Achieve!*



ACADEMY ACCESSIBILITY PLAN

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had two key duties towards disabled students, under Part 4 of the DDA:

- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the Academy curriculum.
- Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the Academy will address the priorities identified in the plan.

Vision

Equality of opportunity runs through all aspects of life at The Hathaway Academy for students, staff and visitors. We aim to support student learning by actively promoting equal opportunity for all.

The Academy has set the following priorities for the development of the vision and values that inform the plan:

- Ensure staff are trained and supported in relevant disabilities.
- Ensure written material is available in other languages including Braille if required.
- Ensure signage around the Academy is accessible to all.
- Involve staff, students and parents with disabilities to identify priorities.

Students with disabilities at The Hathaway Academy include those with Dyslexia, Dyspraxia, ADHD, Aspergers Syndrome as well as Hearing and Visual impairment.

To enable all students to access the curriculum staff will:

- Provide differentiation.
- Make reasonable adjustments if a student has a disability.

- Use the expertise of the Educational Psychologist, Occupational Therapist, Speech Therapists, specialist teachers and other outside agencies where necessary.
- Use appropriate technology.
- Provide support where necessary.
- Provide extra curricular activities accessible to all students.

Improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services:

Funding for improvements to the physical environment of the Academy may come from a variety of different sources:

- School Access Initiative funding may be needed for major capital works. This has to be co-ordinated with the Local Authority's priorities.
- Devolved formula capital funding can meet the costs of some of the priorities.
- Delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled students.
- Where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to Work' programme.

To ensure the buildings are accessible to all students there needs to be:

- Signage in a variety of languages including Braille.
- Good lighting in all corridors.
- IT equipment accessible to all students.

Making it Happen - Management, Co-ordination & Implementation

Delivery of information:

- Information will be provided in alternative forms where necessary e.g. different languages, Braille, enlarged print.

See also

- Academy Improvement Plan
- SEND Policy
- Health & Safety Policy
- Equal Opportunities Policy

To be reviewed: June 2015

Accessibility Plan

Targets	Strategies	Outcome	Time Frame	Goals Achieved
<p>Short term</p> <ul style="list-style-type: none"> • Epilepsy and sickle cell anaemia training for first aid team. • Outside edges painted white for visibility. • Signage positioned and appropriate for visual impairment and wheel chair users and other ethnic and disability groups. • Involve disabled staff, pupils and parents in identifying priorities. • Improve lighting controls with key switches or sensors. 	<ul style="list-style-type: none"> • PCT team/epilepsy nurse to train first aiders. • Paint edges of stepped areas. • Student Council to design signs – use Media department to produce these. • Questionnaire to staff, parents and students – can be anonymous. • Install key switches or sensors. 	<p>First aiders to be aware of protocols.</p> <p>Steps visible to all.</p> <p>Those with V1 and wheel chairs can access signs.</p> <p>Academy aware of particular needs.</p> <p>Lighting will be appropriate to needs.</p>	<p>April 2014</p> <p>May 2014</p> <p>July 2014</p> <p>July 2014</p> <p>May 2014</p>	<p>Students feel safe and healthy.</p> <p>Students feel safe in environment.</p> <p>All disability and ethnic groups can access information.</p> <p>Plan will take account of needs.</p> <p>Students will feel safe in environment.</p>
<p>Medium term</p> <ul style="list-style-type: none"> • Train teachers on disability needs as and when the need arises. 	<ul style="list-style-type: none"> • PCT team to deliver training as necessary. 	<p>Staff aware of any disability needs.</p>	<p>Ongoing</p>	<p>Staff secure in knowledge of strategies to use.</p>
<p>Long term</p> <ul style="list-style-type: none"> • Blinds in all rooms as appropriate. • Governors lobby for rebuild to DDA specifications. • Academy plans to improve access to designated areas (A Block) over successive financial years. • Stairs to have yellow/black trim. 	<ul style="list-style-type: none"> • Investigate reasonable priced blinds in classrooms where sun penetrates. • Governors engage with LA. • Planned use of minor capital delegates resources. • Investigate trim to attach to stairs. 	<p>V1 and other students have better visibility.</p> <p>New build fit for purpose.</p> <p>All students and staff have access to A block.</p> <p>Stairs visible to all.</p>	<p>July 2014</p> <p>Ongoing</p> <p>From Sept 2014</p> <p>April 2014</p>	<p>IAWB accessible to all students.</p> <p>Site becomes accessible focus for whole community.</p> <p>Physical accessibility of school increased.</p> <p>Students feel safe accessing stairs.</p>