



The Hathaway Academy

# Accessibility Plan 2020/2021

Review date: July 2021

Improving Education Together.

**Accessibility Plan- Identifying Barriers to Access**

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. ( <i>Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack</i> )	█			
Grouping of pupils ( <i>by year group and differentiated lesson plans in place plus individual support e.g. accelerated reader for catch up</i> )		█		
Homework policy and practice ( <i>policy in place</i> )	█			
Academy discipline and sanctions ( <i>reference Behaviour Policy</i> )	█			
Exclusion procedures ( <i>reference Exclusions Policy.</i> )	█			
Academy clubs and activities ( <i>full access as relevant also reference e.g. Off Site Visits Policy</i> )	█			
Academy trips, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment? ( <i>trips policy and risk assessments</i> )	█			
The academy's arrangements for working with other agencies	█			
Academy policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	█			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Classrooms are organised for disabled pupils.				Not an issue at the moment
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils				
Pupils who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.				Not an issue at the moment
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.				
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components.				
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.				
The décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.				

Physical access continued	Completed	In Progress	Under discussion	Not yet addressed
All areas to which pupils should have access are well lit.				
Steps have been made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment.				
There is ease of access to all academy facilities.				A Block
Activities to support the curriculum, (e.g. drama group visiting academy) have appropriate risk assessments in place to ensure equality of access.				
Sports activities are available to all.				
The academy has in place emergency procedures which takes into account the needs of all pupils.				

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all pupils to achieve.	■			
Teachers and teaching assistants have the necessary training to teach and support disabled pupils.	■			
All lessons are responsive to pupil diversity.	■			
Lessons involve work to be done by individuals, pairs, groups and the whole Class.	■			
All pupils are encouraged to take part in music, drama and physical activities.	■			
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.	■			
The academy provides access to computer technology appropriate for students with disabilities.		■		
Classroom organization allows for the needs of all pupils.	■			
Timetable design takes note of any pupil who may have a disability or a special educational need.	■			
All pupils are given consideration for assessment and exam arrangements.	■			
All pupils are prepared for the next phase of education.	■			
Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading.		■		
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.		■		

There are high expectations of all pupils.				
Staff seek to remove all barriers to learning and participation. ( <b>reference <i>Equal Opportunities Policy</i></b> )				

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.				Not an issue at present
The academy can produce written information in different formats (as required)	■			
Staff are familiar with technology and practices developed to assist people with disabilities.				■
All staff, pupils and parents have access to information.	■			

## Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
<b>Physical Access</b>	<ul style="list-style-type: none"><li>• A block access needs to be reviewed in future to ensure that wheelchair users could access the facilities. At present there are no wheel chair users in the Academy</li></ul>
<b>Curriculum Access</b>	<ul style="list-style-type: none"><li>• Academy has an intensive training designed to address inclusivity, differentiation and accessibility to all aspects of the curriculum. This is constantly reviewed based on needs and requirements.</li></ul>
<b>Information Access</b>	<ul style="list-style-type: none"><li>• To review different language needs and ensure all parents are able to access information with ease</li><li>• Website to constantly be updated to reflect any new changes</li></ul>

## Access Plan - Physical Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short Term</b>	Continue to improve Academy buildings and grounds to ensure they are easily accessible	Premises team ensure that buildings and grounds are accessible and report any concern	Adherence to current legislation	On going	Premises Team JPY	Adherence to legislation
<b>Medium Term</b>	Offer training for teachers and relevant staff on disability when need arises	Invite specialist to deliver training Liaise with NELFT for support	Staff to be aware of SEND needs and how to support them	On Going (as when needed)	Specialist agencies SENCo	Better support plan in place SEND students feel safe/happy
<b>Long Term</b>	A block to have easy access for wheelchair Users	Install trim to the stairs to A block	Easy access to and from the A block by wheelchair users		Specialist company to design and install	Easy access by all using wheelchair

## Access Plan - Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short Term</b>	Review LSA deployment	Assign LSA to areas best needed to support needy students	All students have access to curriculum without difficulty	Ongoing	SENCo	Better support for students Students feel happy
	CPD relating to supporting SEND students reviewed constantly	Review the needs of children with specific issues, provide all relevant training.	staff are trained and confident with issues on accessibility and inclusivity	On going	SENCo	As above
<b>Medium Term</b>	Train staff on Emotional and Mental Health	Provide general training for all staff to identify and support students with SEMH	Develop whole school ethos. Staff support students with SEMH better	Summer 1 CPD cycle	SENCO NELFT	SEMH students feel supported. Staff feel empowered to support students
<b>Long Term</b>	Embed Emotional and Mental Health in SMSC	Develop SEMH unit of work. Deliver sessions during lessons or activity days	Better awareness of the importance of SEMH. Better strategies to deal with issues of SEMH	Sept 2021	SENCO, Coordinator for Humanities and the Staff from NELFT	Staff fully aware of signs and support mechanisms for SEMH

**Access Plan - Information Access**

<b>Time scale</b>	<b>Targets</b>	<b>Activities</b>	<b>Outcome</b>	<b>By when</b>	<b>By whom</b>	<b>Success Criteria</b>
<b>Short Term</b>	Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of Academy.	Whole Academy aware of issues of access	To be discussed	SENCo and Vice Principal	Better understanding and support for needy students
<b>Medium Term</b>						
<b>Long Term</b>	Academy information written in different format and languages	Find out other formats and different languages represented in the Academy	The Academy would be able to reach out to all its parent/carers and agencies	To be discussed	IT team and RPe	Parent/Carers Academy link improved. Easy access of information