Huntingdon Academy Accessibility Plan

Date: May 2021

Contents

1. Aims

Schools 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 school 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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Huntingdon academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Huntingdon we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The use of stereotypes under any of the above headings will always be challenged.

In order to achieve this, we have set the following equality objectives for 2020-2023:

- To monitor and analyse pupil achievement by gender, race, socio-economic background and special educational needs.

- To raise level of attainment in English, maths and the wider curriculum ensuring all children have access to a broad and balanced curriculum.

- To review levels of parental and pupil engagement in learning and school life, across all activities, to ensure equity and fairness in access and engagement.

The above enables us to comply with the Public Sector Equality Duty (PSED), in line with the Equalities Act 2010.

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

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 schools 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.

Schools 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.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice *Include established practice and practice under development.*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated / appropriate curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	**Short term** To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision.	SENCO	Every year Summer 1	Appropriate procedures/resources are in place for each child.
		To review policies to ensure they include inclusive and reflective practice.	To monitor, evaluate and review current statutory policies.	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils

	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 subject to ongoing review to ensure it meets the needs of all pupils.	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school through termly Individual Provision Map reviews.	Class teachers SENCo	Ongoing Every term	Engagement and involvement of parents, children and staff in setting and reviewing new IPM targets together.
		To ensure full access to the curriculum for all children.	• Low arousal inclusion unit for children with significant needs that struggle with classroom setting and curriculum. • Alternate appropriate B-squared based curriculum for children working significantly below ARE in English and Math's. • Equals alternate appropriate topic-based curriculum for children working significantly below ARE.	Headteacher, SENCo SLT	Ongoing	• To respond to curriculum evaluation and needs of pupils and act accordingly. • Children make small steps of progress in an appropriate levelled curriculum. • Advice, support and training provided by specialist teachers and implemented effectively.
		All school visits and trips need to be accessible to all pupils.	• Ensure venues and means of transport are vetted for suitability. • Develop guidance on making trips accessible			All pupils are able to access all school trips and take part in a range of activities.

To review PE curriculum to ensure PE is accessible to all pupils.	• Review PE curriculum to include disability sports			Annually	All pupils have access to PE and are able to excel, for example via support from an adult.
To ensure disabled children can take part equally in lunchtime and after school activities.	• Discuss with staff who run out of school clubs, and people running other clubs after school. • Support would need to be available – especially after school.			As required	Disabled children feel able to participate equally in out of school activities.
Medium Term To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings.	SENCo/Headteacher		Termly	Termly report indicate progress
To promote the involvement of disabled students in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	SENCo/Head teacher		Ongoing	Variety of planned activities that reflect the needs of pupils

		Long Term Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/ Governing Body		
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bay. • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height	To be aware of the access needs of disabled children, staff, governors and parents/ carers.	• Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children. • Ensure staff and governors can access areas of school used meetings. • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school. • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.	Head teacher SENCo Site manager	As required.	• SEND objectives are in place for disabled pupils, and all staff. are aware of pupils' needs. • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school. • PEEPs are prepared and reviewed as individual needs change
		To maintain safety for visually impaired.	• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.	Head teacher SENCo	Annually, and as	• Visually impaired people feel safe in school grounds.

			• Check exterior lighting is working on a regular basis. • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate. • Check flashing beacons that signal fire alarm activation regularly.	Site manager	new children join the school. throughout the year	• Yellow edges and flashing beacons to be monitored as needed. throughout the school year.
		To ensure there are enough fire exits around school that are suitable for people with a disability.	• Ensure staff are aware of need to keep fire exits clear	All staff	Daily	• All disabled personnel and pupils have safe exits from school.
		To have accessible car parking.	• Disabled members of staff and visitors have a place to park in the staff car park.		Ongoing	• There is a place for disabled members of staff and visitors to park throughout the school day.
		To ensure disabled children can move from classrooms to the hall.	• Make sure the corridor leading up to the hall is clear of obstructions. • Ensure lift is regularly maintained and is working daily.	All staff Site manager	Ongoing	• Disabled children can get to the hall from the classrooms
Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations (PECS)	To review information to parents/carers to ensure it is accessible.	• Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms	School Office	Ongoing	• All parents receive information in a form that they can access

		To improve the delivery of information in writing in an appropriate format	• Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	All staff	Ongoing	• Excellent communication. • On-going appropriate use of resources
		To ensure all staff are aware of guidance on accessible formats	• Guidance made for staff on different areas of SEND and strategies on making information more accessible.	SENCo	Ongoing	• Children can access information successfully in a way that supports their individual learning style
		To provide information in other languages for pupils or prospective pupils	• Access to translators, sign language interpreters to be considered and offered if possible	SENCo Office EAL teacher	Ongoing	• Pupils and/or parents feel supported and included

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 [the Local Governing Board].

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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				