

THE HEWETT ACADEMY ACCESSIBILITY PLAN

This policy was originally created in:	Summer 2020
This issue was released in:	September 2020
This policy will be reviewed:	Autumn 2021
This policy will be reviewed by	Principal

Aims

- **To increase the extent to which students with disabilities can participate in the curriculum**
- **To improve our physical environment to enable disabled students and parents/carers to take advantage of the education, benefits, facilities and services provided by the school: this may either be through extra equipment or removal of physical or other barriers**
- **To improve the availability of accessible information for disabled students and parents/carers**

Introduction

This policy sets out how the school will meet its duties under the Equalities Act 2010. On 1 October 2010 the Equality Act replaced previous equality legislation, including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Under the Equality Act 2010 all schools must have an accessibility plan.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

This document links to other schools policies and should be read in conjunction with them;

- SEND Information Report
- Single Equalities Policy and Equalities Action Plan
- Curriculum Policy
- Teaching, learning and assessment policy

This document is shared with all staff and students, and also other stakeholders through our website and is reference in annual staff training and induction and in our handbook.

Additional training is provided for staff, dependent on their role within the school and support is offered through the SEND team and also the site and premises team.

As part of the Inspiration Trust, the school is well supported to deliver and implement this policy, and the school also works closely and collaboratively with the Local Authority and other external agencies in order to implement this policy and plan effectively.

Our values

We are committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Principal features of the school are:

Within their teaching teams, Heads of Faculty monitor students' progress, linked to a member of SLT for weekly meetings. Weekly curriculum and achievement briefings focus on student progress and outcomes. Where there is a need for a differentiated curriculum or individual support, the SENDCO, Vice Principal(s) and Head of Faculty(s) will meet to assess and determine the appropriate actions.

Our Vice Principal for "Raising Achievement" coordinates raising achievement support, including the implementation and monitoring of our provision.

Children classified as 'Pupil Premium' are identified, and their achievement is tracked and supported by curriculum faculties/depts., the VP (Raising Achievement) and members of the Senior Leadership Team. Interventions at subject level are recorded and monitored regularly with the impact reviewed.

At Key Stage 3 students are usually taught in their form groups; the composition of the groups is carefully determined at the beginning of Year 7 using KS2 data to place children in appropriate classes. Groupings are reviewed at least annually.

A key feature of teaching at the school is our focus on ensuring all students are challenged and supported. Every teacher uses prior attainment data, ongoing assessment, Pupil Premium information and students' SEND pupil profiles to create and implement lessons which are inclusive and accessible to all.

We operate a two year Key Stage 4 and there are guided choices for Year 9 students choosing KS4 courses: discussions with students, parents/carers, Learning Support, curriculum leaders, SLT and also external careers advisors.

There are various Learning Support interventions at KS3 and 4 to provide an appropriate curriculum for identified students: these include 1:1 literacy and numeracy support, small group intervention, mentoring, differentiated curriculum, increased pastoral support and study support sessions.

Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).

Our specially designed school day, with optional prep time to be able to complete homework in school every day, offers wider opportunities for 1:1 and small group support and intervention without impacting on normal timetabled lessons.

Site and Premises

Site Accessibility: responsibility for this section of the Access Plan lies jointly with the Principal/SENDCO and the Site Manager, with contributions from a range of professionals supporting the school and from individuals within the school. Students, staff, parents and visitors to the school on both sites have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum -typically this will mean re-rooming to accessible accommodation.

The following policies/documents support these aims:

- Critical Incident Plan
- Equality Policy
- Annual Development Plan
- Fire Risk Assessment
- Building Risk Assessment
- Fire Orders
- Health and Safety Policy

Key features of the school with regards to site and premises

An annual premises and health and safety audit of our site takes place.

A health and safety committee meets termly and has representation from a number of areas in the school including student support. Issues identified and addressed on a continuous basis by a range of people within school - including The Health & Safety & Committee, teachers (activities, classrooms) and Heads of Faculties (departmental areas), 'common areas' (Premises Manager) and SLT.

For trips/activities, or aspects of the site and premises, risk assessments are written principally for two purposes: for activities and for groups of students; for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability). Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability.

A register of students with medical conditions affecting health and safety and site accessibility, compiled by the SENDCO, is circulated to staff in school.

On a need to know basis the medical conditions of staff affecting health and safety and site accessibility are known by the Principal and related staff.

The SEND team support the integration of specific students within mainstream classes. The SENDCO monitors individual students' accessibility to the site on a day-to-day basis.

Accessibility Plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Pupil profiles used by all teachers, which set out support and challenge for students with SEND</p> <p>Use of enlarged curriculum resources, coloured paper, overlays and writing slopes as appropriate</p> <p>IT available to support students where appropriate and needed. This includes ipads, laptops, e-readers, reader pens and IT rooms.</p> <p>Seating plans used effectively, taking into account student needs e.g. those set out on EHCP or Student Profiles.</p> <p>Alternative assessment arrangements may include additional time allowance in examinations, alternative exam locations, use of amanuensis (scribe), use of computers and</p>	<p>To ensure all staff are fully trained and supported to meet the developing and changing needs of students</p>	<p>Review staff training need and implement plans accordingly</p> <p>Exam access arrangement testing for students in Y9-13</p> <p>SEND screening for new students</p> <p>Weekly tracking of attendance and behaviour of students with SEND or those on monitoring list</p>	<p>VPs & SENDCO</p>	<p>Annual - first review Sept 21</p>	<p>Staff training undertaken and staff feel highly confident supporting students and increasing their access to the curriculum</p>

	<p>specific software, or any other arrangement as appropriate and practicable for the specific need of a candidate, as arranged in liaison with our HoFs/exams officer.</p> <p>It is the responsibility of all staff members to ensure that their teaching is accessible. Trip planning documents ensure that staff are aware of their anticipatory duty to make reasonable adjustments to any part of the teaching for students with a disability. This includes study abroad, placements and field trips.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>Seating plans used effectively, taking into account student needs e.g. those set out on EHCP or Student Profiles.</p> <p>Appropriate timetabling and rooming implemented where needed</p> <p>Variable height tables/chairs in place as needed.</p>	<p>To ensure that no student is unable to access the curriculum or the facilities (including at social times) because of their disability.</p>	<p>Audit of physical environment, taking into account different types of disability present within the school community</p>	<p>Principal/ SENDCO</p>	<p>Spring 2021</p>	<p>Students and parents/care rs with SEND report that the physical environment does not impede their access or that barriers have been reduced as a result of changes</p>

	<p>Risk assessments in place for individual students where needed.</p> <p>Tidy, well organised classrooms, with consistent locations of resources across the school, where possible</p>					made to the environment
<p>Improve the provision of equipment and specialist support to help with learning for those with hearing impairment</p>	<p>Provision of specialist aids and equipment to the majority of teaching spaces, which may assist students in accessing the curriculum</p> <p>Continuing to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.</p>	<p>To improve the predicted outcomes of hearing impaired students</p>	<p>Termly review the performance of hearing impaired students. Chart progress</p>	<p>Principal/ SENDCO</p>	<p>Jan 2021</p>	<p>Improved predicted or actual exam grades</p>
<p>Improve the delivery of written information to pupils</p>	<p>Use of enlarged curriculum resources, coloured paper, overlays and writing slopes as appropriate</p> <p>IT available to support students where appropriate and needed. This includes ipads, laptops, e-readers and IT rooms.</p>	<p>Review delivery of written information for our disabled students to ensure it is delivered in the most effective way</p>	<p>Undertake review using focus groups and review by SEND team</p> <p>Implement recommendations following review and training</p>	<p>SENDCO and VPs</p>	<p>Easter 2020</p>	<p>Students report that written information is effectively delivered.</p> <p>Our monitoring shows that written</p>

						information is effectively delivered.
Site management	<p>Clear building signage including maps and directional signage</p> <p>There is dedicated disabled parking available which is clearly marked</p> <p>Entrances are clearly marked, access free and ramps are clean and free from debris</p> <p>Reception have a process to "badge" accessibility visitors</p> <p>Toilets are available and are regularly cleaned for accessibility users</p> <p>Emergency escape routes are checked clear on a daily basis and clear fire instructions are available for visitors. Pupils with accessibility issues must have a PEEP</p>	<p>Ensure The Hewett Academy school premises is a fit and welcoming place of learning for people with accessibility needs</p>	<p>Review the site management practices at the start of each term</p>	<p>Site Manager</p>	<p>Termly</p>	<p>The site is clean, well maintained and fully accessible to all</p>