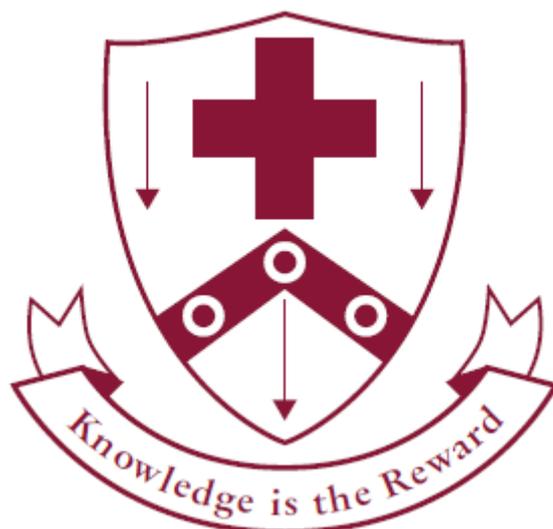


# Accessibility Plan

## Hockley Heath Academy



**Approved by:** ROULLA GABRIEL

**Date:** SEPTEMBER 2017

**Last reviewed on:** SEPTEMBER 2017

**Next review due by:** SEPTEMBER 2020

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## 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.

*Our school's ethos is comprised of twelve values:*

- *Positivity*
- *Respect*
- *Kindness*
- *Determination*
- *Trust*
- *Support*
- *Selflessness*
- *Humour*
- *Perseverance*
- *Knowledge*
- *Forgiveness*
- *Resilience.*

*Our motto is "KNOWLEDGE IS THE REWARD"*

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.

*We work collaboratively with our governing body and Solihull Borough Council to ensure this is met.*

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.

We have included a range of stakeholders in the development of this accessibility plan, including our children, parents, staff and governing body.

## 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>The building is without ramps.</p> <p>Hand rails for visually impaired children.</p> <p>Fluorescent paint to indicate slopes, steps and stairs.</p>	<p>Fitting of ramps to entrances (including Nursery) and up to Y2 and Y3 classrooms. Or the use of removable ramps.</p> <p>Fit hand rails where necessary, corridors, lavatories.</p> <p>Paint fluorescent markings on steps going into Y2 and Y3 classrooms.</p> <p>Fluorescent paint at the top of the Y1 ramp.</p>	<p>Business Manager and Site Manager.</p> <p>As above.</p> <p>As above.</p>	<p>End of 2017/18 academic year.</p> <p>As above.</p> <p>Christmas 2017.</p>	<p>Full access to all areas Of the school.</p> <p>Both physically impaired and visually impaired pupils will be able to move around the building safely.</p> <p>All pupils, staff and visitors will be aware of steps and the ramp.</p>
<p>Improve and maintain access to the physical</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p>					

environment	<p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>					
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>We currently do not have any children who are registered as blind or hearing impaired. However, we would make the necessary adjustments for any new pupil who arrives at HH.</p> <p>If a parent were to be registered as blind we would do whatever we could (including letters in Braille) to accommodate their needs.</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 the Principal and Governing Body.

## **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 storeys	Two	No teaching takes place upstairs		
Corridor access	Can accommodate a wheelchair		SENDCo Site Manager	
Lifts	N/A			
Parking bays	Designated Disabled parking bay outside of entrance.			
Entrances	Reception entrance no ramp. Pupil entrances no ramps	Pupil entrances would allow a wheelchair user access.		
Ramps	One in school joining Y1 with EYFS.	Need for removable ramps at three points in school: Reception, steps up to Y3 and Y2	Business Manager	
Toilets	Disabled toilet in Nursery.			

Reception area	See above			
Internal signage	Well lit and readable.			
Emergency escape routes	Carefully identified wheelchair friendly escape route.			