

# Hill View Academy Accessibility Plan



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<b>Date of Issue</b>	October 2020
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<b>Status</b>	Statutory
<b>Approved By</b>	Headteacher
<b>LGB</b>	Jo George
<b>SLT Member Responsible</b>	School Business Manager
<b>Equality Check</b>	Completed

## **Introduction**

At Hill View Academy, we treat all pupils, families and each other fairly, and with tolerance and respect. This involves providing access and opportunities to all pupils, regardless of any difficulties they may face. This policy should be read in conjunction with the Equality Information and Objectives 2020 to 2024.

## **Aims**

Schools are required under the Equality Act 2010 to produce accessibility plans.

The Act places a duty on schools to plan strategically and make progress in increasing accessibility to the school's premises and to the curriculum and in improving the way in which information is provided to pupils with disabilities.

In response to the above, Hill View Academy has an accessibility plan that covers the three main areas:

- To increase the extent to which pupils with physical disabilities can participate in the curriculum
- To improve the physical access and environment around school to enable pupils with physical disabilities to take better advantage of the education and facilities that are on offer
- To improve the way in which information (written and otherwise) is provided to pupils with disabilities

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

## **Current Position**

Hill View Academy has good accessibility for pupils internally. It is flat, accessible for pupils with disabilities. The outside of the building has ramps and disabled access to each room.

There is an accessible disabled toilet and a shower room for pupils.

## **Monitoring Arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

## **Links with Other Policies**

This policy links to many different school policies/documents but the main ones to be considered would be:

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Health and safety policy
- Risk assessments
- Health and safety policy

**Accessibility Action Plan 2020 – 2023**  
**Hill View Academy Primary Academy**

<b>Accessibility Area</b>	<b>Objectives</b>	<b>Actions</b>	<b>Personnel</b>	<b>RAG</b>
To increase the extent to which pupils with physical disabilities can participate in the curriculum	To provide an appropriate and tailored curriculum that meets the needs of pupils with a range of disabilities	<ul style="list-style-type: none"> <li>Budget costing to ensure the sustainability of the 'nurture' classes with priority consideration to placement in the 'nurture' classes for 'vulnerable' pupils</li> <li>Development of the 'nurture' to ensure the pupils can develop appropriate life skills</li> </ul>	Kate Eastwood	Red
		<ul style="list-style-type: none"> <li>Review of text used – font/size/background to ensure best access</li> </ul>	Kate Eastwood	Red
		<ul style="list-style-type: none"> <li>Work alongside support agencies to provide relevant resources</li> </ul>	SENCo	Red
	To ensure that the curriculum provided enables pupils with disabilities to meet their potential	<ul style="list-style-type: none"> <li>Attainment &amp; progress tracked by the SENCo</li> <li>Appropriate &amp; attainable small step targets set &amp; monitored by SENCo &amp; class teacher</li> <li>Termly progress reports to LGB</li> </ul>	SENCo	Red
	To ensure that all pupils can access the curriculum, both in & out of school	<ul style="list-style-type: none"> <li>All curriculum &amp; other policies reviewed for equality compliance</li> <li>Trips/residentials considered to ensure all pupils can participate</li> </ul>	Kate Eastwood Kate Eastwood	Yellow
To improve the physical access and environment around school to enable pupils with physical disabilities to take better advantage of the education and facilities that are on offer	To improve the accessibility around the outside of the school	<ul style="list-style-type: none"> <li>Obtain quotes &amp; remodel the paths around school</li> <li>Complete the work</li> </ul>	Kate Eastwood	Red
	To improve toilet/changing facilities	<ul style="list-style-type: none"> <li>Review the current provision &amp; plan any future work</li> <li>Obtain quotes</li> <li>Complete the work</li> </ul>	Kate Eastwood	Yellow
To improve the way in which information (written and otherwise) is provided to pupils with disabilities	To ensure that both pupils & parent/carers can access any information/resource provided from school	<ul style="list-style-type: none"> <li>Using relevant services as appropriate to ensure that the pupil has access to appropriate learning resources</li> <li>To review the font/size, layout, background colour of information sent from school eg worksheets, newsletters</li> </ul>	SENDCo Kate Eastwood	Yellow
To improve 'calm areas' for pupils who require quieter areas for self regulation.	To provide an area suitable for pupils to regulate in a safe environment.	<ul style="list-style-type: none"> <li>Identify a suitable area to develop</li> <li>Obtain quotes</li> <li>Complete the work</li> </ul>	Kate Eastwood SENDCo	Red