

# Hill Avenue Academy

In Association with:

Manor Multi-Academy Trust



Hill Avenue Academy  
Accessibility Plan

## Hill Avenue Academy Accessibility Plan

*This Accessibility Policy and Plan are drawn up in compliance with the current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Academy Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. According to the Equality Act 2010 a person has a disability if:*

- (a) He or she has a physical or mental impairment, and*
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities*

At Hill Avenue Academy, we are committed to providing an accessible environment which values and includes all pupils, parents, visitors regardless of the education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop cultural awareness, tolerance and inclusion.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We feel that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

Hill Avenue Academy plans, over time, to ensure accessibility of provision for all pupils, staff and visitors to the academy. This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the academy within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan is drawn up to cover a three year period. Hill Avenue Academy's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. The plan will be updated annually and contain relevant information in relation to:

- Improving access to the **physical environment** of the academy, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the academy and physical aids to access education

- Increase access to the **curriculum** for pupils with a disability, explaining and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as able-bodied pupils. (If a academy fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the academy such as participation in after-academy clubs, leisure and cultural activities or academy visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable timeframe

We acknowledge that there is a need for ongoing awareness – raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies and documents:

- Curriculum
- Single Equality
- Health and Safety
- Behaviour
- School Improvement Plan
- Asset Management Plan
- Teaching and Learning

The Academy's Special educational needs and Disabilities Policy ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities. Working with the LA and Educational Psychologists, the SENDCo manages the Statutory Assessment Process, ensuring that additional resources are available where appropriate.

Hill Avenue Primary academy works closely with a range of specialist services including:

- Sensory Inclusion

- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- Penn Hall Outreach Service

The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly. It will be revisited prior to the end of each three-year plan period in order to inform the development of the New Plan for the following period.

<p><b>Improving Inclusion and Accessibility</b> To increase the extent to which pupils with disabilities can access and participate in the academy curriculum.</p> <p>To improve provision for pupils with dyslexia and pupils with ASD (to respond to increase in numbers of children with SEN targets to support these identified issues across the academy)</p> <p>To improve the physical environment of the academy for the purpose of increasing the extent to which pupils, parents and community members with disabilities are able to take advantage of education and associated services provided by our academy and ensure our academy is an inclusive setting.</p>	<p><b>SUCCESS CRITERIA</b> Access to outdoor learning environment improved with canopy having new tarmac surface. Procedures set in place to support children with specific needs who are new to Nursery and Reception. Collaborative working approaches with parents/carers and key professionals to support pupils with disabilities in accessing and participating in the curriculum</p> <p>Improved delivery of curriculum to pupils with disabilities through staff taking part in training. Increased staff awareness and understanding of how to effectively support pupils with dyslexia, pupils with ASD and children with dyspraxia</p> <p>SEN and inclusion regular item on staff meeting agendas to update whole staff on good practise disseminated via LA web pages and training SENCO taken part in.</p> <p>Improved communication of information using a range of resources/software in order to support pupils and parents and carers with disabilities</p>
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<p>To improve the delivery to pupils with disabilities, parents and carers of information, this is already provided in writing to pupils who are not disabled.</p>	
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Objective	Action	Cross Reference	Person Responsible	Success Criteria	Tmeline	Resources costings	Monitored by/ how	Evaluation	Report to
<p>To continue to improve access to the curriculum (teaching, learning and resources)</p>	<p>Organise further training for staff on differentiating the curriculum specifically children with ASD</p> <p>Implement all key actions generated by staff from training</p> <p>Review all statutory policies to ensure they reflect inclusive</p>	<p>Link to SIP</p>	<p>Head of School</p>	<p>All staff taken part in training on differentiating the curriculum for children with Asperger's and children with Autism to meet the full needs of all pupils and taken part in general disability awareness training.</p> <p>Teachers are able to more</p>	<p>On going</p>	<p>Directed Time staff meetings</p>	<p>Teachers evaluate course content are they more aware of meeting the full needs of all pupils.</p> <p>Headteacher / Deputy through lesson observations</p>	<p>Evaluations lead to further training identified. Outcomes of self-review lead to areas of success being celebrated and areas for further action being identified and acted upon.</p>	<p>Whole staff Governor</p>

	practice and procedure			fully meet the requirements of children with ASD needs with regards to accessing the curriculum.					
	To continue to access LA training in the area of disability and inclusion		Headteacher to organise	Increase in access to the National Curriculum.	Sept ongoing	£300 from academy budget for course fees. Part time teacher to cover class	SENDCO through evaluating course content and identifying further training opportunities	Further training opportunities to be addressed by head	Whole staff Governors
<b>Objective</b>	<b>Action</b>	<b>Cross reference</b>	<b>Person responsible</b>	<b>Success Criteria</b>	<b>timeline</b>	<b>resources costings</b>	<b>monitored by/ how</b>	<b>evaluation</b>	<b>report to</b>
	Access MAT web page	Link to SIP	SENCO	Training disseminated back to whole staff	ongoing	Directed time staff meetings	SMT through classrooms observations / trawling IAPs and pupil SEN files to ensure course content taken on board by	Key issues for further development to be planned by head and deputy and to be slotted into staff meetings.	Whole staff Governors

	<p>where good practice is disseminated on inclusion and accessibility.</p> <p>SENCO to liaise with MAT SENCOs in the differentiation of materials and communications to parents etc.</p>	<p>Link to SIP Improved differentiation of materials for teaching and</p>	<p>SENCO</p>	<p>Web pages accessed regularly by SENCO and contents disseminated to whole staff at staff meetings</p> <p>Training on differentiated materials run by LA (central programme) accessed by SENCO and disseminated to whole staff at staff meetings</p>	<p>Sept ongoing</p>	<p>Directed time staff meetings</p> <p>Cover supervisors</p>	<p>staff as appropriate</p> <p>From meetings SENCO is find out from staff any key issues for further training or to respond to.</p> <p>From meetings SENCO is to find out from staff any key issues for further training or to respond to.</p>	<p>Key issues for further development to be planned by head and deputy and to be slotted into staff meetings.</p> <p>Key issues for further development to be planned by head and deputy and to be slotted into staff meetings.</p>	<p>Whole staff Governors</p> <p>Whole staff Governors</p>
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Objective	Action	Cross reference	Person Responsible	Success Criteria	Timeline	Resources Costings	Monitored by/ how	Evaluation	Report to
To improve the delivery of information to children, parents	Review documentation with a view to ensuring access for		SENDCo	All documentation adapted enabling pupils with	Sept	Directed Time	SMT through observations and discussions	Key issues for further development to be planned by head and	Whole staff Governors

<p>and carers and wider community</p>	<p>pupils with visual Impairment</p> <p>Raise awareness of font size and page layouts to support children with visual Impairment</p> <p>Audit signage around the academy to ensure that it is accessible to all</p>		<p>Caretaker</p>	<p>visual Impairment to access</p> <p>All signage is clear enabling key information to be given appropriately</p>	<p>Sept</p>		<p>with all stakeholders to ensure all information is accessible</p> <p>Headteacher / Deputy through learning walks and health and safety walks</p>	<p>deputy and to be slotted into staff meetings.</p> <p>Key issues for further development to be planned by head and deputy and work allocated to designated staff</p>	<p>Whole staff Governors</p>
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<p>Year 2 and 3 Key Issue</p>	<p>Success Criteria</p>	<p>Action</p>
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<p>To continue to increase the extent to which pupils with disabilities can access and participate in the academy curriculum.</p> <p>To improve the physical environment of the academy for the purpose of increasing the extent to which pupils, parents and community members with disabilities are able to take advantage of education and associated services provided by our academy and ensure our academy is an inclusive setting. To ensure all new build (increase in standards number from 2007) meet LA guidelines for accessibility and inclusion</p> <p>To improve the delivery to pupils with disabilities, parents and carers of information, this is already provided in writing to pupils who are not disabled.</p>	<p>Staff taken part in further accessibility and inclusion training.</p> <p>Continue to audit access to building &amp; outside environment, movement inside building, access and safety and independence inside building using minimum standard criteria. Sound field system fitted to rooms with high ceilings. Good lighting in place in all parts of the academy Ramps and handrails giving access to all communal and play areas Décor to be considered for contrast whenever changes are undertaken. New rooms meet LA guidelines for accessibility and inclusion</p> <p>The academy access LA service for converting written information into alternative formats Delivery of information to disabled pupils parents and carers.</p> <p>Academy SEN policy and guidelines reviewed and updated annually to take account of national and local initiatives.</p>	<p>Staff training on accessibility and inclusion organised as part of staff development programme. LA website on inclusion continued to be accessed regularly and staff updated through staff meetings.</p> <p>Contractors organised to make playgrounds free from cracks and holes. Contractors and funding organised to put sound field system in all rooms with high ceilings Contractors organised and funding identified to put shower facilities and washing machine facilities into academy.</p> <p>The academy makes itself aware of the services available through its LA for converting written information into alternative formats Delivery of information to disabled pupils.</p>
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