



**The Hyndburn Academy**

The best in everyone™

Part of United Learning

# Accessibility Plan

<b>Last reviewed</b>	January 2022
<b>Review frequency</b>	Every 3 year s
<b>Review date</b>	Spring 2025
<b>Person responsible</b>	Rachael Hindle – SENDCo
<b>Ratified by Governors</b>	February 2022



### Introduction

The Hyndburn Academy's values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving student confidence and self-esteem. We know that safe and happy students achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### Objectives

The Hyndburn Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.



The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.




Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governors Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved  \_\_\_\_\_

Date: 10 February 2022

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **SENDCo**
- **School Business Manager**
- **Facilities Manager**

**A plan of the school buildings showing areas of accessibility is shown below.**

### Accessibility Audit

An Access Audit was carried out by the Operations Manager, SENDCO and Assistant Head Teacher in April 2021. A number of recommendations were made as follows:

#### Facilities

Item	Activity	Action	Cost	Time	Options
Disabled Car parking	There is currently no marked disabled parking at the academy. This is being addressed as part of the current build/investment in the school.	Disabled Parking to be clearly marked and signage installed		Summer 2022	1. Do nothing
Accessibility Signage	There is no signage to indicate disabled routes around school.	Install better Signage			1. Do nothing 2. Ensure there is someone to assist all wheelchair users around the school building
Braille Signage	Braille signage around school is limited (previously installed by removed during the build and not reinstated)	Braille signed to be reinstated and gaps in signage to be identified and filled			1. Do nothing 2. Ensure any visually impaired staff/students are escorted around the school building
Lift Access to upper floors	There are currently no lifts to take students with mobility issues to classrooms on upper floors	Install lifts to the upper floors			1. Do nothing 2. All lessons with students with mobility issues to be relocated to ground floor classrooms
Main entrance	External doors are automatic however internal doors are not automatic and are heavy	Install automatic doors internally			1. Do nothing 2. Ensure there is someone to assist wheelchairs users enter the school
Student Entrance	The doors are heavy and a wheelchair would not be able to open the door by themselves – these doors are	Doors to be opened by staff at the start and the end of the day			1. Do nothing



	only used at the start and the end of the day				
Toilet Facilities	There are currently 2 disabled access toilets on the ground floor level of the academy. Keys are held in reception. However these are not clearly sign posted	Install disabled access toilets to the upper floors of the academy			<ol style="list-style-type: none"> <li>1. Do nothing</li> <li>2. Signage to disabled access to the toilets to be improved</li> </ol>

### Improving Curriculum Access

Area	Target	Strategy	Outcome	Time Frame	Goal Achieved
<b>Curriculum Access</b>	All students have access to a broad, balanced and relevant curriculum	Options/twilight/enrichment programme reviewed at least annually.	All students have access to broad range of accredited courses	On going	Yes
	All students have a differentiated curriculum that meets their individual needs	Following the SEND Policy, SEND students have evaluated provision maps and half termly reviewing. Personalised curriculums are organised where appropriate. Student information around their 'additional needs' is published on schools Sharepoint and circulated to timetabled teachers	Lesson observation reports teaching matched to individual needs.	On going	yes



	Interventions	SENDCo audits current interventions and their success/impact on student progress. Provision mapping is used across all year groups.	Student additional need is quickly identified and appropriate intervention timetabled	On going	yes
	Staff training to support students with SEND – focus on key areas of need within the school:  Cognition and Learning Communication and Interaction SEMH and Pd	SENDCo and strand lead TAs to deliver ongoing training. Identify gaps in staff knowledge through appraisal documents and staff coaching models	Staff are skilled to address the additional needs of our students	On going	yes
	SEND Student access to the curriculum is increasing because their attendance is improving.	See attendance report.	Attendance is very improving.	On going	yes
	Students' access to the curriculum is increasing individual student needs are met, suitable educational provision is provided.	Follow SEND Policy, Academy behavior expectations are well embedded, consequence structure well embedded, DATE and Progress room provision in place to support student behavior expectations.	The Hyndburn Academy is an inclusive school	On going	yes



	Students' access to the curriculum is increased through personalisation and differentiation	All staff are aware of student additional need and plan and deliver their lessons with regard to these needs.	This is monitored through regular formal and informal lesson observations.	On going	yes
	Ensure that SEND students can participate in extracurricular activities, trips and visits	Audit of extracurricular provision.	No barriers to access have been identified	On going	yes

<b><u>Access to information</u></b>	Availability of written material in alternative formats	The school makes itself aware of the services available through the LEA/external agencies for converting written information into alternative formats. Parents/carers access support where needed.	The school provides written information in alternative formats where this is needed	On going	yes
	The written information provided to parents/carers is accessible and read to them where needed	Communications from school are reviewed to judge the language, style, format, and accessibility of the information. Additions and amendments are made where necessary	Information is read. Parents/carers feel that school is an approachable and supportive establishment.	On going	yes





	Written communication to parents/carers includes opportunity to raise access issues with school in advance e.g. at parents evenings	School ensures that arrangements are made for parents/carers so that they can access the school site when needed	Parents/carers feel that school is an approachable supportive and accessible establishment.	On going	yes
<b>Equality and Inclusion</b>	To ensure that the Accessibility Plan becomes an annual agenda item at Governor Meetings.	Clerk to Governors to add to agenda items for Governor meetings	Adherence to legislation.	Annually	yes
	To improve staff awareness of disability access	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of disability access	On-going	yes
	To ensure that all policies consider the implications of disability access	Consider during review of policies.	Policies reflect current legislation.	On-going	yes



	The pursuit of being able to continually challenge discrimination and harassment.	As listed SEND Policy, Racial Incidents Policy, Behaviour Policy			
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## ACCESSIBILITY PLAN

### Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Summer Term 2021	High	SLT release costs			
2	Interventions	SENDCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Summer Term 2021	High	Resourcing costs of identified areas to develop			
3	Classrooms are organised to promote the participation and independence of all pupils	Assistant Headteacher for teaching and learning to carry out an audit of resources /Subject leaders to ensure that lessons are planned to meet the needs of all pupils in the class.	Summer Term 2021	High	Possible resource implications where gaps are identified			
4	Staff training in the production, implementation and review of Provision maps and IPMs and monitoring systems.	SENDCo to deliver staff training to teaching staff.	Ongoing	High	Not applicable			



5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	SENDCo and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing	High	CPD for all staff supporting SEND pupils.			
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