

Hayle Academy



Accessibility Plan 2021-2023



School Name: Hayle Academy

Consultation: This policy has been written in line with DfE legislation

Dissemination: Website and staff share.

Date policy to be approved by Governors: 31st March 2021

Date policy becomes effective: Immediately

Review date: March 2023

Person responsible for Implementation and Monitoring: Head of School

Links to other relevant policies: Examination policies, SEND, Equality

Section 1: Introduction

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 students fairly and with respect. We are committed to providing access and opportunities for all students without discrimination of any kind.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school works in partnership with community and external agencies, as appropriate, to develop and implement our plan.

A range of stakeholders are routinely consulted to ensure that policies and procedures reflect the views of students, parents, Governors, staff and the wider community.

Section 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 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aids or adjustments to the school premises.

Section 3: Action Plan

Aim	Current Good Practice	Objectives	Planned Actions (for further details see school development plan)	Responsible for implementation and evaluation	Timescale
<p>To increase access to the curriculum for students with an additional need and/or disability</p>	<p>Differentiation of lesson activities and resources</p> <p>Student support and wellbeing is a priority</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Equality issues are discussed as part of the curriculum in all subjects</p> <p>Curriculum progress is carefully tracked for all students, and for students with SEND or a disability</p> <p>Targets are set on an</p>	<p>Ensure teachers plan effectively to meet the needs of all learners</p> <p>Further develop the curriculum to ensure it caters for all students</p> <p>Widen the available support to all students to ensure every child makes good progress in learning and personal development</p> <p>Ensure student voice is used effectively to promote equality</p> <p>Further embed teaching of</p>	<p>Provide regular teacher and staff training</p> <p>Provide time and resources for regular review and development of the curriculum</p> <p>Develop enhanced pastoral care and academic support systems</p> <p>Further develop the student council and include equality as part of the standing agenda</p> <p>Embed a whole school approach to teaching literacy</p>	<p>DHT (Curriculum)</p> <p>DHT (Curriculum)</p> <p>DHT (Pastoral Care)</p> <p>HoS</p> <p>HoS</p>	<p>Ongoing as part of CPD programme 21-23</p> <p>As above</p> <p>For September 2021</p> <p>For September 2021</p>

	<p>individual basis, benchmarked against national data</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all learners</p> <p>Exam access arrangements are used effectively to ensure students receive individual support</p>	<p>literacy within the curriculum</p> <p>Improve the attendance of disadvantaged students and those with SEND</p>	<p>Embed robust approaches to support high attendance.</p>	<p>HoS</p>	<p>For September 2021</p> <p>January 2021</p>
<p>Improve access to the physical environment</p>	<p>The school buildings and grounds have been adapted to the needs of students as required, including:</p> <p>Ramps, lifts, disabled parking, accessible toilets and changing facilities.</p> <p>Regular monitoring of accessibility</p>	<p>To ensure all students, staff, parents and school visitors have equal access to the school site</p>	<p>Annual review of use of one-way systems at lesson changeover times</p> <p>Annual review of buildings and grounds in line with individual needs, including those of new students</p>	<p>Premises Manager and HoS</p>	<p>Ongoing</p>

	Individual risk assessments				
Improve the accessibility of information provided for staff students, parents and carers	<p>Our school uses a range of communication methods to ensure information and learning is accessible to all. These include:</p> <p>Clear internal signage and route marking</p> <p>Exam access arrangements</p> <p>Use of enlarged fonts</p> <p>Use of IT</p> <p>Coloured backgrounds and filters</p> <p>Pictorial representations and infographics</p> <p>Telephone communication</p> <p>Translators</p>	To ensure that all stakeholders have equal access to school information	<p>Training for all staff to raise awareness of accessibility and communication needs</p> <p>Review of administrative systems to ensure these promote equality of access</p> <p>Further develop the use of reading age assessments to ensure lesson resources are accessible to students</p>	<p>SENDCo</p> <p>Admin Manager</p> <p>Literacy Coordinator and SENDCo</p>	<p>September 2021</p> <p>September 2021</p> <p>May 2021</p>