

# Hayle Academy

## Accessibility Plan

### 2025-2027



**School Name:** Hayle Academy

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

**Dissemination:** Website and staff share.

**Date becomes effective:** Immediately

**Review date:** September 2027

**Person responsible for Implementation and Monitoring:** Head of School

**Links to other relevant policies:** Examination policies, SEND Policy, Equality Policy, Safeguarding Policy

#### 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 and accessibility requirements.

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 and carers, Local Monitoring Committee members, 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](#).

It also aligns with the SEND Code of Practice (0–25), Keeping Children Safe in Education (KCSIE), and current DfE advice on inclusive education.

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 auxiliary aids, assistive technology, and adjustments to the school premises.

### Section 3: Current Position

Hayle Academy has made significant progress in improving accessibility, both for our mainstream provision and Area Resource Base. We employ inclusive teaching practices, have a dedicated and experienced SEND team – including an ARB Provisions Co-ordinator, and physical adaptations such as ramps and accessible toilets. In addition:

- Enhanced accessibility through one to one devices and technology through the Advantage programme
- Student support and wellbeing is a priority
- Curriculum resources/ texts include examples of people with disabilities
- Equality issues are discussed as part of the curriculum in all subjects as well as through assemblies and the tutor Canon reading programme
- Curriculum progress is carefully tracked for all students, and for students with SEND or a disability
- The curriculum is reviewed annually to ensure it meets the needs of all learners
- Exam access arrangements are used effectively to ensure students receive individual support
- The school buildings and grounds have been adapted to the needs of students as required, including: ramps, lifts, disabled parking, accessible toilets and changing facilities.
- Strong partnerships with external providers who provide specialist support for students and families, such as health, particularly for students who access the ARB.
- Regular monitoring of accessibility
- Individual risk assessments and evacuation plans
- Our school uses a range of communication methods to ensure information and learning is accessible to all, including clear internal signage and route marking.

### Section 4: Action Plan

Objective	Action	Responsibility	Timescale
Curriculum Access	<ul style="list-style-type: none"> <li>• Embed accessibility through technology (Advantage Essentials)</li> <li>• Adopt, adapt and advance the new Connect curriculum and resources and continue to develop across other year groups in line with Trust</li> </ul>	<p>AHT (QofE); AHT (SENDCo); Teaching Staff</p> <p>AHT (QofE); AHT (SENDCo); Curriculum Leaders; Teaching Staff</p>	Ongoing 2025–2026

	<p>plan, ensuring that it caters for all students</p> <ul style="list-style-type: none"> <li>• Ensure teachers plan effectively to meet the needs of all learners, drawing on each student's ILP and passport</li> <li>• Further embed teaching of literacy within the curriculum, focusing in particular on reading, oracy and handwriting</li> <li>• Staff CPD on inclusive teaching.</li> <li>• Deliver CPD on complex SEND strategies and review ARB curriculum annually</li> </ul>	<p>AHT (QofE); AHT (SENDCo); Coaches; Teaching Staff</p> <p>AHT (QofE); AHT (SENDCo); Literacy Co-ordinators; Coaches; Teaching Staff</p> <p>AHT (QofE); AHT (SENDCo); AHT (CPD/coaching); Coaches; Literacy Co-ordinators.</p> <p>AHT (SENDCo); Deputy SENDCo; ARB Provisions Co-ordinator; AHT (QofE)</p>	<p>CPD sessions planned regularly across the academic year; curriculum review July annually</p>
<p>Belonging, Wellbeing and Attendance</p>	<ul style="list-style-type: none"> <li>• Improve the attendance of students through the tiered approach, including students eligible for FSM, PP, SEND, Young Carers and those with social care involvement</li> <li>• Further embed the school's catch-up strategy</li> <li>• Embed pastoral care and mental health support</li> </ul>	<p>DHT; AHT (DT); Inclusion Team (attendance, SEN, safeguarding, behaviour); Tutors; Teaching Team</p> <p>AHT (QofE); Curriculum Leaders; Teaching Team</p>	<p>Ongoing 2025–2026</p>

	<p>through the new tiered model</p> <ul style="list-style-type: none"> <li>Careful monitoring and tracking of Hayle 365 (PD) to ensure participation levels are high for all students (removing any barriers), including students eligible for FSM, PP, SEND, Young Carers and those with social care involvement. Embed cultural capital and parity of access for ARB students.</li> <li>ARB: Support smooth transitions and inclusion. Develop individual transition plans for ARB students (mainstream integration and post-16 pathways) and embed participation in whole-school activities</li> </ul>	<p>AHT (strategic safeguarding, DT); Inclusion Team</p> <p>AHT (PD)</p> <p>AHT (SENDCo); Deputy SENDCo; ARB Provisions Co-ordinator; AHT (PD)</p>	
Physical Environment	<ul style="list-style-type: none"> <li>Annual accessibility audit to ensure the site meets individual needs, including those of new students and staff</li> <li>Maintain ramps, lifts, and accessible toilets</li> </ul>	Premises Manager / Head	Audit by July 2025

	<ul style="list-style-type: none"> <li>• Review evacuation plans.</li> <li>• Ensure the ARB environment and resources meet sensory, physical, and technological needs: Conduct annual sensory and equipment audit; implement improvements and maintain assistive technology</li> </ul>	<p>AHT (SENDCo); Deputy SENDCo; ARB Provisions Co-ordinator; Premises Manager; Teachers</p>	
Information Accessibility	<ul style="list-style-type: none"> <li>• Ensure website is accessible and can be used with assistive technology</li> <li>• Review of administrative systems to ensure these promote equality of access and, where a need is identified, improve communication formats</li> <li>• Further embed the use of reading age data to ensure lesson resources are accessible to students.</li> </ul>	<p>Head; Admin Team</p> <p>AHT (QofE); Head; Literacy Co-ordinator</p>	<p>By December 2025</p> <p>By July 2026</p> <p>Ongoing 2025-26</p>

## Section 5: Monitoring and Review

Progress will be monitored through termly reviews by the Senior Leadership Team and reported to the Local Monitoring Committee annually. Stakeholder feedback will be gathered via surveys and meetings. The plan will be reviewed in September 2026.