

Accessibility Policy 2022-25

Next review: Autumn 2025

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1. **Aims**

Hale Academy is 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 Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

 We aim to maximise the achievement, enjoyment and life chances of all our pupils, attaining at least national expectations and exceeding national progress levels and promote our school values of resilience, teamwork, creativity, respect and diversity within a school ethos of high aspiration.

Our policy will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan, working in close partnership with other schools as members of The Kite Academy Trust and specialist agencies involved in the support of pupils at our school.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

1. **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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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.

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| Aim | Current good practice | Objectives | Action to be taken | Success criteria |
| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability.Targets are set effective and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.Inclusive sports Clubs run throughout the yearResidential visits only to centres where children with disabilities have full access to the offer Curriculum resources include examples of people with disabilities. | All areas of the school are accessible to children in wheelchairs, al building have ramps and easy access, wide corridor, space in the ICT suite and library to manoeuvreKAT system confidently tracks all childrenStaff know children well and set targets that ensure good progress for allEquality for all is applied in all of our subject areasMake sure clubs are open and accessible for all childrenEnsure all residential centres continue to offer the same opportunities for all children | Develop knowledge and understanding of supporting curriculum access within staff teamEnsure outside providers have the same approach to equalityAudit of resources to ensure representation for all | No area of the school is inaccessible to any child.All staff will be confident to support curriculum accessAll children are making good progressAll children have access to the full curriculumClubs are inclusive and enable all to participateEveryone is represented in the resources we use within the school |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils including: • Ramps • Corridor width • Disabled parking bays (community centre) • Disabled toilets and changing facilities • Staff members are trained to support while developing independence in the pupils they care for | Ensure all ramps etc are kept in good order as per normal health and safety inspections. Make sure no furniture is placed to reduce access to any part of the school | Routine maintenance | All of the school building remains accessible to all. |
| Foster good relationsacross all characteristicsbetween people whoshare a protectedcharacteristic and peopleand people who do notshare it. | Inclusion and Equality are central to Hale Academy PRIDE values.Pupils focus on identifying and developing shared beliefs and values. There are opportunities to learn about difference anddiversity, both in our own community and others, including the global dimension.  | Assemblies, RE and PSHE focus on relationships;cornerstones, extra-curricular activities and school activities and links also reinforce learning about relationships. | Continue to hold assemblies on the Pride values | All stakeholders can articulate the Pride values and feel included within the school. |
| We aim for quality communication with all our stakeholders | We provide access to information in a range of media (this ismade known to parents face to face and through our communications, including text, Facebook email and our website). |  | Continue to monitor how effective communications are at reaching all of the community | All stakeholders have clear lines of communication with the school |

1. **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the LGB.

 **5. Links with other policies**

 This accessibility plan is linked to the following policies and documents:

• Risk assessment policy

• Health and safety policy

• Equality information and objectives (public sector equality duty) statement for publication

• Special educational needs (SEN) information report

• Supporting pupils with medical conditions policy