

Sir Christopher Hatton Academy Accessibility Plan

2019 - 2022 (last Updated December 2019)

Section 1: Vision statement

Comment on:

- *Requirement under the Equality Act 2010 for schools to have an accessibility plan*
- *Purpose of the plan*
- *Definition of disability according to the Equality Act 2010*
- *School aims and values*
- *How the plan links to other documentation and policies*
- *How the plan will be shared*
- *Internal and external monitoring procedures*
- *The plan's focus on the physical environment, curriculum, and written information*
- *Training*
- *Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations*
- *Complaints procedures*

Approved by: William Thallon – Chair of the Board of Directors

W. A. Thallon

Date: 12 December 2019

Next review date: December 2020

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the academy will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ol style="list-style-type: none"> Regular examination of the needs of current and planned future school population. Liaison with primary school/parent regarding any reasonable adjustments a pupil may require in relation to the 	<ol style="list-style-type: none"> Raise staff awareness of pupils' needs who are currently in school through SEND Register and in advance for those with disabilities being admitted to the school Assess pupils' needs before coming to the school with regards 	<ol style="list-style-type: none"> SENCO to deliver regular training to all members of the school community Staff attending Year 6 Information evening to be 	<p>EFN/AM</p> <p>AM</p>	<p>Annually</p> <p>Every September</p>	<ol style="list-style-type: none"> Access Plans and Class Profiles in place and used by all relevant staff Tailored provision is implemented in a timely and

	<p>sitting of fair banding assessment</p> <p>3. Annual review of the SEN & Disability Policy which is highlighted to all staff in the staff handbook and delivered to new staff through the new staff induction program</p> <p>4. Guidance for staff on strategies for helping pupils with SEND and familiarization with QCA guidelines on Planning, Teaching and Assessing the curriculum for pupils with learning difficulties. Notes included on Network Shared area and regular updates given in staff briefings and meetings</p> <p>5. Due to absence of lifts in the school, a policy is in place of altering room timetables for staff and/or students who are unable to access 1st and 2nd</p>	<p>to assessing the curriculum</p> <p>3. Raise staff awareness of SEND policy</p> <p>4. All staff are able to fully meet the requirements of SEND pupils with regards accessing the curriculum</p> <p>5. All SEND students are able to access the curriculum as fully as possible</p>	<p>made aware of the procedures for the fair banding assessment</p> <p>3. Ensure staff Handbook is up to date and ensure all new staff take part in the new staff induction program</p> <p>4. Rolling program of staff training on teacher training days and through teaching and learning briefings</p> <p>5. When required, plan timetable of lessons and rooms to meet</p>	<p>AM/AH/EFN/ES</p> <p>AM/TW/BD/EFN</p> <p>AM/EFN</p>	<p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>	<p>consistent manner</p> <p>3. All staff are aware of the SEND policy</p> <p>4. SEND students make progress in line with non SEND students (as measured by school accountability measures)</p> <p>5. SEND students are able to access the full Curriculum</p>
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	<p>Floor classrooms / rooms or activities.</p> <p>6. Full range of provision across the disability spectrum is identified and implemented by the SEN and examinations teams.</p> <p>Eg: Laptops, scribes, enlarged lesson material, medical support, auditory support.</p>	<p>6. All SEND students are able to access the curriculum as fully as possible (Short term and medium term)</p>	<p>needs of SEND pupils</p> <p>6. Students are regularly assessed to ascertain the best provision that can allow them to access the curriculum.</p> <p>6b Medium Term, investigate access to different computer technologies and other equipment for students with disabilities</p>	<p>EFN</p>	<p>Ongoing</p>	<p>6. SEND students are able to access the full Curriculum</p>
	<p>7. All children, regardless of disability are able to attend all clubs/social events. All trips are suitable for all children to attend.</p>	<p>7. Ensure that all children are able to access all curricular and non-curricular activities. (Short term and medium term)</p>	<p>7. Each new visit or activity will be reviewed to ensure there are no barriers for any pupils.</p>	<p>VF</p>	<p>Ongoing</p>	<p>7. All SEND students are able to access the full curriculum</p>

			7b Medium Term, more staff competent in administering medical assistance, and greater awareness of guidelines for administering medicines for pupils on regular medication			
Improve and maintain access to the physical environment	<ol style="list-style-type: none"> 1. Ground floor access to all buildings is accessible to wheelchairs. 2. Due to absence of lifts in the school, a policy is in place of altering room timetables for staff and/or students who are unable to access 1st and 2nd Floor classrooms / rooms or activities. 3. 2 disabled toilets are installed within the main school building and 1 in Orchard House sixth form centre for use by wheelchair users. 4. School has portable hearing induction loop for use in the school environment 	1-13. Improve access to the physical environment for all	2. Ensure students timetable, teachers teaching spaces and parents meetings are all sensibly timetabled to ensure all can access the required space	AM	Ongoing	The physical environment has improved access for all

	<p>5. School has portable wheelchair ramp to support flexible access to external doors which have a step.</p> <p>6. Lighting in and around internal stairwells is good in most areas with contrasting stair-nosings to support visually impaired.</p> <p>7. External stairs edges marked with yellow paint to aid visibility and contrast.</p> <p>8. Regular maintenance checks in place for all lights on the school site to support those with visual impairments e.g. albinism / light sensitivity</p> <p>9. All stairwells have safety handrails.</p> <p>10. Routine checks in place to ensure that corridors / stairwells and classrooms are clear of clutter and obstacles posing a trip</p>		<p>On an annual basis check that contrasting stair-nosings are in place</p> <p>On an annual basis all external stair edges are checked and re painted if necessary</p> <p>Complete regular checks</p> <p>Complete regular checks</p>	<p>CH</p> <p>CH</p> <p>CH/Site Team</p> <p>CH/Site Team</p>	<p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Annual</p>	
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	<p>hazard.</p> <p>11. Safety warning signs are in place in Science and D&T classrooms identifying hazards.</p> <p>12. Black-out blinds in use in science and art classrooms. Venetian blinds in all other classrooms to manage light and glare.</p> <p>13. Signage on main gate with contact details for school reception. Tactile signage on main gate to support visually impaired visitors.</p>					
<p>Improve the delivery of written information to pupils</p>	<p>1. Staff are aware of the requirement to ensure all children and parents receive written information in a format suitable for their needs</p>	<p>1 Ensure all lesson notes and worksheets are adapted for the students individual needs (Short term and medium term</p>	<p>1a. staff made aware of requirements as pupil needs identified</p> <p>1b. When required ensure that all school documentation can be provided in alternative formats</p> <p>1c. Staff made aware about technological</p>	<p>EFN/All teaching staff</p> <p>All Hatton staff</p>	<p>Ongoing</p>	<p>1. Suitable material ensures that all can access the written information</p>

			advancements which allow them to make more use of visual presentation material	EFN		
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Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>A Block / H block – Wheelchair access through reception. 3 storeys. No lift access above ground floor</p> <p>B Block – wheelchair access to rear and side entrance.</p> <p>C Block – Wheelchair access to ground floor front and side entrance. Goods lift only to 1st and 2nd floor not fit for use as a passenger lift.</p> <p>D Block – single storey accessible to wheelchairs through D and E block entrance doors.</p> <p>E Block / Library - single storey accessible to wheelchairs through D and E block entrance doors.</p>	Consideration of whether all pupils can access rooms safely or whether they require assistance	AM	

	<p>Sports Hall – single storey – accessible through sports hall entrance door.</p> <p>W Block - Wheelchair access through W block reception. 2 storeys. No lift access above ground floor</p>			
Corridor access	Corridors access is good and all corridors are checked regularly each day to ensure they are sterile and free from obstacles / trip hazards	.If necessary, systems can be put in place for students to leave a lesson early so as to avoid any congestion that may take place in the corridor	AM/NS/EFN/Learning Zone Staff	
Lifts	Goods lift to be used as a goods lift only due to open sides.	Ensure any member of the staff that operates the lift has had any suitable training	CH	
Parking bays	Disabled parking bays clearly delineated and procedures in place to ensure that support is available as required for disabled visitors.	Ensure disabled visitors are able to access the Hatton Academy Trust parking bay as required	CH/Site Team	
Ramps	Ramps to B3 in good order.	None		
Toilets	Disabled toilets well maintained and functional.	None		
Reception area	Entrance accessible through automatic doors and reception counter lowered on one side to	None		

	support disabled visitors in wheelchairs.			
Internal signage	Signage in place on most room doors. Emergency signage meets all current regulations. All disabled facilities are clearly marked.	None		
Emergency escape routes	All emergency escape routes are kept in a sterile state and monitored throughout the day. Cleaning / litter picking in place after break and lunchtime in communal areas to minimize risk of slips / trips.	Create individual emergency evacuation plans for pupils with a disability that may hinder their recognition of an emergency situation or their safe passage to the assembly area	Office Staff/EFN/AM/NS/Learning Zone Staff	