

Sir Christopher Hatton Academy Accessibility Plan
2025-2027

Approved by: R. Hardcastle

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1. Aims

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

At Sir Christopher Hatton Academy our vision is 'Aiming for excellence in all that we do'. This involves providing access and opportunities for all pupils without discrimination of any kind

The plan 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our School offers a differentiated curriculum for all pupils. Heads of Faculty and SLT monitor teaching, staff plan to meet the learning needs of everyone. We use resources tailored to the needs of pupils who require support to access the curriculum e.g. adaptive teaching. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils including those with a disability using 4-Matrix Targets are set effectively and are 	All staff are aware of all pupil's additional needs and this knowledge remains up to date.	SENCO to deliver regular training to all members of the school community.	AM/LS/AD	Ongoing	<ol style="list-style-type: none"> Class profiles, non-negotiables and one-page profiles are in place and used by all relevant staff. Tailored provision is implemented in a timely and consistent manner. All staff are aware of the SEND policy. SEND students make progress in line with non-SEND students (as measured by school accountability measures) SEND students are able to access the full Curriculum
		During the transition process from KS2 to KS3, information is collated and disseminated to ensure that all pupils can access the planned curriculum.	Staff attending Year 6 transition meetings collect relevant information.	JM/RHC/LS/AD	Ongoing	
		All staff have awareness of SEND policy.	Ensure staff Handbook is up to date and ensure all new staff take part in the new staff induction program.	AM/NS/BD/LS/AD	Ongoing	

<ul style="list-style-type: none"> appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils (During faculty meeting time and faculty review QA process) Regular review 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 sitting of fair banding assessment 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 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 	<p>All staff are able to fully meet the requirements of SEND pupils with regards accessing the curriculum</p>	<p>Rolling program of staff training on teacher training days and through teaching and learning briefings</p>	AM/NS/BD/LS/AD	Ongoing	
	<p>All SEND students are able to access the curriculum throughout KS3, KS4 and KS5</p>	<p>When required, plan timetable of lessons and rooms to meet needs of SEND pupils</p>	AM/AD	Ongoing	
		<p>Students are regularly assessed to ascertain the best provision that can allow them to access the curriculum.</p>	AD	Ongoing	
		<p>Medium Term, investigate access to different computer technologies and other equipment for students with disabilities</p>	AD	Ongoing	
	<p>Ensure that all children are able to access all curricular and non-curricular activities.</p>	<p>Each new visit or activity will be reviewed to ensure there are no barriers for any pupils.</p>	VF/JC	Ongoing	
		<p>Medium Term, more staff competent in administering medical assistance for extracurricular trips, and greater awareness of guidelines for administering medicines for pupils on regular medication</p>	VF/JC	Ongoing	

	<p>staff briefings and meetings</p> <ul style="list-style-type: none"> 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. Full range of provision across the disability spectrum is identified and implemented by the SEN and examinations teams. Eg: Laptops, scribes, enlarged lesson material, medical support, auditory support. All children, regardless of disability are able to attend all clubs/social events. All trips are suitable for all children to attend. 					
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Ground floor access to all buildings is accessible to wheelchairs. 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. 	<p>Ensure all issues on the site are dealt with promptly for the health and safety of all</p> <p>Use external expertise on an ongoing basis for suggestions of improvements</p>	<p>Maintenance issues to be regularly assessed e.g. stair nosings</p> <p>Consider all other improvements that can be made to those already in school including working with 'Essential Safety'</p>	<p>AM/NS/CH/SN/Site Team</p> <p>AM/NS/CH/SN/Site Team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>1. Feedback from SENCO and students, no visible issue.</p> <p>2. Feedback from students</p>

	<ul style="list-style-type: none"> • Three disabled toilets are installed within the main school building for use by wheelchair users. • School has portable hearing induction loop for use in the school environment • School has portable wheelchair ramp to support flexible access to external doors which have a step. • Lighting in and around internal stairwells is good in most areas with contrasting stair-nosings to support visually impaired. • External stairs edges marked with yellow paint to aid visibility and contrast. • Regular maintenance checks in place for all lights on the school site to support those with visual impairments e.g. albinism / light sensitivity • All stairwells have safety handrails. • Routine checks in place to ensure that corridors / stairwells and classrooms are clear of clutter and obstacles posing a trip hazard. 	Involve student voice in premises improvements	Encourage feedback from students and make use of the flourishing leader's programme	AM/NS/AD/LS	Summer Term 2025	
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	<ul style="list-style-type: none"> Safety warning signs are in place in Science and D&T classrooms identifying hazards. Black-out blinds in use in science and art classrooms. Venetian blinds in all other classrooms to manage light and glare. Signage on main gate with contact details for school reception. Tactile signage on main gate to support visually impaired visitors. 					
Improve the delivery of written information to pupils	<p>Our Academy uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Exam board approved modified exam papers Audio books Laptops Adaptive aids for pupils with dyslexia 	<p>Ensure all lesson notes and worksheets are adapted for the students' individual needs</p> <p>Improve signage within the school buildings</p> <p>Ensure departments order ahead of time adapted worksheets from reprographics</p> <p>Consider how key information is made available to pupils and adults</p>	<p>Staff made aware of requirements as pupil needs identified</p> <p>Digital display screens available in every block with key information represented.</p> <p>Monitor staff use of reprographics</p> <p>When required ensure that all school documentation can be provided in alternative formats</p>	<p>AD/All teaching staff</p> <p>AM/NS/TW</p> <p>CR/TW/AD</p> <p>AM/NS/TW</p>	<p>Ongoing</p> <p>Summer term 2025</p> <p>Ongoing</p> <p>Ongoing</p>	<ol style="list-style-type: none"> Suitable material ensures that all can access the written information Signage is clear around site. Feedback from pupils Students have access to resources when required Information is available to all

			Staff made aware about technological advancements which allow them to make more use of visual presentation material	AM/NS/TW	Ongoing	
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4. Access audit

Feature	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> <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>	Consideration of whether all pupils can access rooms safely or whether they require assistance	AM	Ongoing, as and when required
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/AD/Pastoral Staff	Ongoing, as and when required

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/SN	Ongoing
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/SN Site Team	Ongoing
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 support disabled visitors in wheelchairs. Inventory sign in system has a moveable screen for disabled visitors to easily access.	None		
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/AD/AM/NS/Pastoral Staff	Ongoing, as and when required

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Board of Directors.

It will be approved by Board of Directors

6. Links with other policies

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

- Health and safety policy
- Equality and Diversity Policy and accompanying Public Sector Equality Duty information
- Special educational needs (SEN) information report
- SEND policy
- Students with medical conditions policy