Herons' Moor Academy Accessibility Plan

Date of Approval: **Dec 2024**

Review Frequency: **3 yearly**

Next Review: **Dec 2027**

Contents

Introductory Statement

1.1   This Accessibility Plan has been drawn up in consultation with staff, parents and pupils of the Academy and covers the period from January 2023 to January 2026. The plan is available in large print or other accessible format if required.

1.2   The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

1.3   We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2   Background

2.1   The Academy's layout and facilities

The Academy is part of a shared site located at The Campus, a North Somerset community venue. The building comprises four partners, namely ourselves, Baytree Special School, The Campus Community Centre, and Locking Castle Children's Centre.

The two schools are in the same part of the building and share many of its facilities. The building is based on two floors, has a lift and several accessible toilet facilities. All classrooms are wheelchair accessible and there is a large dining hall and separate sports hall. Outside there are two playgrounds with a wheelchair ramp leading to them, and a sports field.

Although accessible facilities are strong, we remain committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy.

2.1.1 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum

- improve the physical environment of the Academy to increase access to education by disabled pupils

- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.3 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus

- disability equality scheme

- equal opportunities policies

- health and safety policy

- special educational needs policy

2.1.4 The Plan will be monitored through the CLF Multi-Academy Trust and the Herons' Moor Academy Council. There will be a full review of the Plan every three years.

2.2   Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who make and maintain the EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

1   **Increasing the extent to which disabled pupils can participate in the Academy curriculum**

3.1   Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?

- are classrooms optimally organised for disabled pupils?

- are lessons responsive to pupil diversity?

- do lessons involve work to be done by individuals, pairs, groups, whole class?

- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?

- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?

- do you provide access to computer technology appropriate for pupils with disabilities?

- are there realistic expectations of all pupils?

- do staff seek to remove all barriers to learning and participation?

- are pupils encouraged to take part in music, drama and physical activities?

- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

2   **Improving the physical environment of the academy to increase access to education by disabled pupils**

4.1   Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, dining hall , library and common areas allow access for all pupils?

- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?

- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?

- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?

- are non-visual guides used, to assist people to use buildings?

- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?

- are areas to which pupils should have access well lit?

- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

- is furniture and equipment selected, adjusted and located appropriately?

3   Improving the delivery of information to disabled pupils

5.1   Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

- do you have the facilities such as ICT to produce written information in different formats?

- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

4   Accessibility Action Plan

Increasing the extent to which disabled pupils can participate in the Academy curriculum:

	Targets	Strategies	Outcome	Timeframe	Goals to be achieved
Short term	*Classrooms are organised and adapted to promote the participation and independence of all pupils* *Staff using Provision map (Edukey) to produce and review pupil target plans*	*SLT to monitor quality of provision for all learners* *Pupil Target Plans for children not making expected progress*	*Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.*	3 months	*Flexible approach to disabled pupils and increase in access to the National Curriculum.* *Success of disabled pupils in examinations.*
Medium term	*Staff implement knowledge gained within planning for curriculum* *Staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.*	*Joint planning opportunities across the Trust* *Working alongside SENDCO* *SLT to monitor QFT to ensure that lessons are planned to meet the needs of all pupils in the class.*	*Staff approach planning with confidence, actively seeking opportunities to integrate or adapt curriculum to serve needs of disabled pupils*	*1 year*	*Disabled pupils feel like they have a broad and rich curriculum with a wide variety of opportunity.* *Pupil voice indicates that they enjoy school and results show they are achieving well.*

Medium term	*Interventions accessible where appropriate need identified.*	*Pupils' views are gathered.* *Interventions to be proactively planned between inclusion lead, pupil and class teacher.* *Meet with parents/carers prior to interventions for permission and to develop understanding of intervention purpose.*	*Pupils are parent's views heard and considered.* *Interventions are accessible and planned to meet all pupils' needs.* *Class teachers are included and informed about interventions.*	*1 year*	*Pupils are able to access the curriculum to facilitate individual progress being made.*
Long term	*First class quality provision for all learners* *Staff to successfully plan curriculum to embrace and celebrate disabled pupils. For the curriculum to be fully inclusive to all and offer a wide range of inclusive opportunities to all.*	*SLT to monitor and review at regular intervals* *Involvement of SENCO in curriculum planning*	*Opportunities are planned as a matter of course.* *The needs of all disabled pupils are consistently met and exceeded.*	*3 years*	*Disabled pupils consistently achieve well over time.* *Pupil voice indicates that pupils fully embrace school life*

Improving the physical environment of the Academy to increase access to education by disabled pupils:

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	*Improve safety of concrete steps from the bridge to main playground*	*Steps to be updated with non-slip paint.*	*Improved accessibility in inclement weather.*	*6 months*	*Improved safety for all pupils and staff.*
Short term	*Ensure all disabled pupils can be safely evacuated.*	*Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties* *Develop a system to ensure all staff are aware of their responsibilities*	*Disabled pupils to be safely evacuated from the building.*	*3 months*	*All disabled pupils and staff working alongside are safe in the event of a evacuation.*
Medium term	*Improvement of lighting*	*To replace lighting system with LED fittings and update to daylight lighting .*	*The academy's learning spaces will be fully accessible and usable.*	*1 year*	*Improved access to educational facilities.*
Long term	*Replace remaining carpets*	Research cost of replacement	*Whole school fitted with vinyl flooring*	*3 years*	*Improved wheelchair accessibility/safer and cleaner environment for all*

Long term	*Improve access to rear playground from Bransby Way.*	*Research and cost ability to widen pathways.*	*Ability of disabled pupils and visitors to access the academy site.*	*5 years*	*Physical accessibility increased.*

Improving the delivery of information to disabled pupils:

	Targets	**Strategies**	**Outcome**	**Timeframe**	**Goals achieved**
Short term	*Ensuring availability of written material in alternative formats.*	*Become aware of the services available to the academy for converting written information into alternative formats.*	*If needed, the academy could provide written information in alternative formats.*	6 months	*Delivery of information to disabled pupils is improved.*
Medium term	*Ensure proportion of staff are Makaton trained*	*Ensure regular opportunities for Makaton training for existing and new staff.*	*Staff can use Makaton to support communication with disabled pupils.*	1 year	*Delivery of information to disabled pupils is improved.*
Medium term	*Ensure academy systems are accessible to disabled parents/carers.*	*Research system capabilities to support disabled parents/carers and ensure these can be utilised if needed.*	*Disabled parents/carers can use academy systems whenever required.*	1 year	*Delivery of information to disabled parents/carers is improved.*

Medium-Long term	*Provide information in other languages for pupils or prospective pupils*	*Access to translators, sign language interpreters to be considered and offered if possible*	*All Parents and pupils will have access to information in a language that is understood.*	*1-3 years*	*Pupils and/or parents feel supported and included*

Approved by: Georgie Tinker*, Principal*
Kathryn Volk, Chair of Academy Council
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