Accessibility
Plan
Hans Price
Academy

Version 3.0   October 2023

History of most recent Policy changes

| Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	September 2017	Document Creation	Template for Academy use created	Requirement to have plan in place in each Academy
V2.0	April 2020		Review of full document.	Requirement to review every 3 years
V3.0	October 2023		Review of full document	Requirement to review every 3 years

Contents

1 Introductory Statement

1.1 This Accessibility Plan has been drawn up in consultation with the SENCO of the Academy and covers the period from October 2023 until October 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 students, 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, toleration and inclusion.

2. Background

2.1 The Academy's layout and facilities
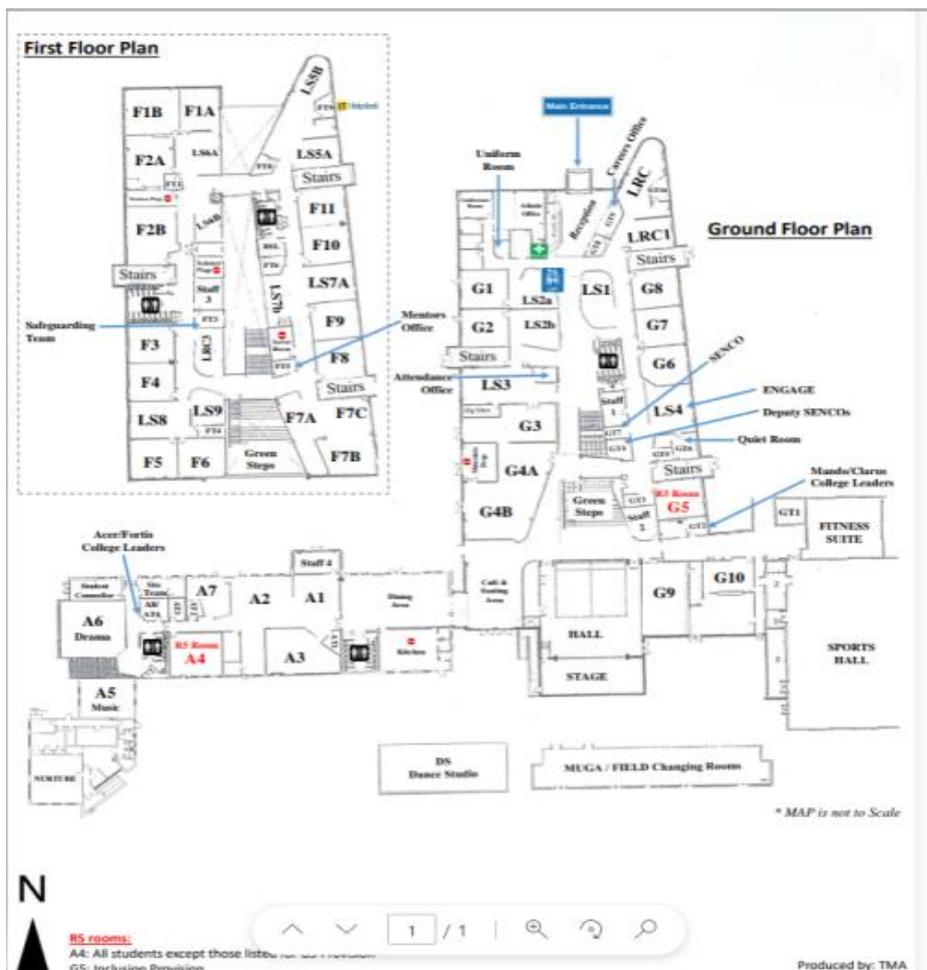
2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies two floors with a lift to the first floor. The Academy has outside spaces which are fully accessible and has disabled toilets and changing facilities.

2.1.2 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.

2.1.3 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.

2.1.4 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

2.1.5 The Plan will be monitored through the Academy Council. There will be a full review of the Plan in October 2026 when a new Plan will be produced to cover the next 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 a statement of special educational needs, or an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / 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.

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Increase participation in extra-curricular activities and enrichment	Ensure that as part of the curriculum and day-to-day life of students with any SEND. Trial new clubs that would support all students.	All students will have the opportunity to participate in an extra-curricular activity.	December 2023	Increased participation of students with SEND across the curriculum.
Medium term	Ensure ICT appropriate for students with disabilities	Review accessibility of ICT (including notepads & whiteboards) using specialist expertise. Involve pupils in review of hard & software. Prioritise new software to purchase for students who require this as part of their Education Health Care Plan	For all students to be able to access and complete work to the highest of their ability.	April 2024	Improvement of student access to the curriculum and overall academy results.

| Long term | Create effective learning environments for all | Reinforce responsibilities of all teachers with regard to supporting students with special educational needs or disability.

Create an effective system of monitoring SEND provision within the college with a range of SEND specific lesson observations and learning walks. | All students will feel appropriately supported and able to access the curriculum. | December 2025 | Quality assurance of support for SEND students is effective and impactful. |
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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?

4   Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	To create and embed specific provisions to support growing SEND need.	To work with North Somerset to build a Nurture hub Embedding Nurture programme and Boxall profiling.	For students who struggle to attend mainstream education due to SEND/SEMH to have a provision that meets their needs.	July/ Sept 2023	Physical environment improved and more SEND needs being met.
Short term		Modify one of the R5 rooms to make it SEND specific.	For students who need more regulation time to have a smaller and bespoke provision went accessing R5.	July/ Sept 2023	Physical environment improved and more SEND needs being met.

		Build on Thrive and ELSA work to be implemented in the room.			
Medium term	To develop sensory sensitive environments.	To make layout of classrooms sensory sensitive by reviewing the displays, lighting and materials used.	To create a sensory sensitive school which caters for all students especially those who are neurodiverse.	Ongoing	Physical environment is adapted to meet student needs.
Long Term	To work with the Local Authority to establish a Resource base for students who have EHCPs with Autism or Communication difficulties.	To visit other resource bases to establish appropriate set up. To work with the LA on an SLA that is appropriate. Employ a specialist team to work with the students.	For students with EHCP's with specific needs to have a provision that meets their needs.	Sept 2024/ Jan 2025	Physical environment improved and more SEND needs being met.

4.1 Key points to consider when completing this table

- Does the size and layout of areas, including all academic and social facilities, classrooms, canteen, 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 with 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 XXXX
- Are non-visual guides used to assist people using the buildings?

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

5.   Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	To improve the training of staff to enable them to use a variety of communication methods.	Create a bespoke training package for support staff as part of their CPD offer. To build partnerships with external professionals to establish best practice.	To upskill staff training to look at a variety of need and methods of communication to best support students.	January 2024	Students and staff have a range of methods to support communication.
Medium term	To create a schedule of student voice for students with special educational needs and disabilities.	Create a range of student voice proformas across all provisions and interventions. Embed a cycle of student voice to ensure that students with SEND are able to contribute and facilitate change.	For all students to be able to share their voice.	March 2024	SEND students have an active role in the implementation of interventions, processes and provisions.

		Investigate a range of methods in which students can provide their voice.			
Long Term	To develop a highly adaptive and differentiated feedback policy.	To research different methods of feedback which can support a range of students. Work with teaching and learning teams to establish best practice.	All students are able to understand and develop on feedback given to them.	August 2024	All Hans Price students can understand and improve with effective feedback.

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?

Approved by: Adrian Esch	Interim Head of School
Kathryn Volk	Academy Council
Approved on:	
Review date:	