

Leigh Academy Hartley

Accessibility Plan

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Owner	Steph Bransgrove

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
2/12/19	1.1	Reviewed by Stuart Norris
20.09.2021	1.2	Reviewed by V Adams
15.9.2022	1.3	Reviewed by B Dutton
26.9.23	1.4	Reviewed by S Bransgrove
1.7.24	1.5	Reviewed by S Bransgrove - Logo and change

Background

Leigh Academy Hartley is committed to developing an accessible environment for all its users. This policy applies to all pupils, staff and visitors

The school will endeavour to ensure that:

- All pupils have improved access to the curriculum
- Physical improvements are made to increase access to education and associated services
- Improved information in a range of formats is available for disabled pupils
- The school will continue to update accessibility planning annually.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Leigh Academy Hartley is aware of potential discrimination as a result of:

Less favourable treatment

Treating a disabled or prospective pupil less favourably than another because of his or her disability without justification may be breaking the law.

Failing to make a ‘reasonable adjustment’

Schools can also be found to have discriminated where they have failed to take ‘reasonable steps’ which leads to disabled pupils and prospective pupils being placed at a ‘substantial disadvantage’ compared to non-disabled pupils.

Rights under the Law

The Act defines a disabled person as: *'someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'* This covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, pupils who are incontinent or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

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

- Asset Management Plan
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs and Disabilities Policy
- Staff Development Policy

Are disabilities different from Special Educational Needs?

A disability might give rise to a learning difficulty that calls for SEND provision to be made. The SEND framework is there to identify and meet any additional educational needs of children. The duties under the Equality Act 2010 are there to ensure that disabled pupils are not discriminated against. Many, but not all children who have SEN will also be defined as having a disability under the Equality Act 2010. Similarly, not all children with a disability will have special educational needs.

Leigh Academy Hartley actions to prevent discrimination:

- Staff, pupils, parents and the Governing Body will be made aware annually of their responsibilities and rights under the EA 2010.
- The Governing Body and leadership of the school will be responsible for ensuring the Act is implemented and reviewed regularly.
- All staff annually and new staff as part of their induction process will be made aware of their responsibilities.
- School, LA and National policies regarding the legislation will influence procedures for admissions, education and associated services and exclusions to ensure disabled children are not at a substantial disadvantage.
- Teachers and teaching assistants have received statutory training in ensuring the school is 'Dyslexia friendly'.
- The school will review its policies, procedures and practices to ensure that it will not discriminate against disabled pupils or prospective pupils bi-annually, with full consultation of the Governing Body.
- The school will endeavour to make 'reasonable adjustments' in order to comply with the new law.
- Procedures will be in place to ensure that should there be discrimination by staff it will be dealt with immediately.
- The Finance Department will take into account the need to make 'reasonable adjustments' and ensure new projects are EA compliant.
- The school may be expected to adjust practice as well as/in addition to facilities. For example, this may involve a feasibility study as to whether or not a year group may need to move to a different classroom to accommodate a child's needs.

Outdoor Environment

- The outdoor environment should allow disabled people to move around freely and safely.
- Paths and pavements will be kept free of unnecessary obstacles.
- Trees and shrubs will be kept trimmed where they are adjacent to paths.
- Designated disabled parking space (x2) is provided for staff/visitors/parents to use when a valid blue badge is displayed in the vehicle.

Entrance to the school

- Main entrance is accessible to all users of the building with an access ramp.
- Fire exits from Upper Key Stage 2 classrooms opening onto the pathway are on an accessible ramp.

Lifts

The school has two lifts enabling wheelchair users to access rooms on different levels of the school.

Toilets

The school has a DDA compliant accessible toilet.

Off site visits:

Staff will complete a risk assessment to ensure accessibility of the site to be visited.
Staff will be trained in the use of a wheelchair, should this be required for a visit.

Actions for 2024-2025: See Appendix 1

This Accessibility Plan will be reviewed annually.

Date: September 2024

To be reviewed: September 2025

Appendix 1

Accessibility Plan Actions 2024-2025:

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Development Areas	Targets	Strategies	Outcome	Success Criteria
Participation in the school curriculum	<p>To liaise with Nursery /Pre-school providers to review potential intake for September 2024/25 and 2025/26</p> <p>To establish close liaison with outside agencies for pupils with ongoing health needs e.g. Children with severe asthma, epilepsy or mobility issues.</p> <p>To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning needs when teaching</p>	<p>To identify pupils who may need additional to or different from provision for September Intake</p> <p>To ensure relevant staff have training for those children with medical needs, such as diabetes to ensure minimal disruption to learning</p> <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> · Wheelchair access · Screen magnifier software for the visually impaired · Features such as sticky keys and filter keys to aid disabled users in using a keyboard · Makaton training for relevant staff · Giving alternatives to enable disabled pupils to participate successfully in lessons · Creating positive images of disability within the school so that 	<p>Children will be identified and reasonable adjustments will be made.</p> <p>Staff will have received training and can confidently cope with specific medical conditions.</p> <p>Children will have access to a variety of resources and access arrangements to enable them to participate in all areas of the curriculum.</p>	<p>Procedures/equipment / ideas set in place by September 2024/5</p> <p>Children will be able to receive an education with minimal disruption to learning</p> <p>Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>



		pupils grow into adults who have some understanding of the needs of disabled people.		
Physical Environment	<p>Ensuring all with a disability are able to be involved, including access around the school</p> <p>Ensuring disabled parents have every opportunity to be involved</p> <p>To ensure full access to off site visits</p>	<p>To ensure the pathway from the upper playground to the lower playground is obstacle free and not overgrown.</p> <p>Create access plans for individual disabled children as part of their Provision Plan/Health Care Plan</p> <p>Undertake a confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are all met.</p> <ul style="list-style-type: none"> · Utilise disabled parking spaces for disabled to drop off & collect children · Offer a telephone call to explain letters home for some parents who need this · Adopt a proactive approach to identifying the access requirements of disabled parents <p>Staff will complete a risk assessment to ensure accessibility of the site to be visited.</p> <p>Staff will be trained in the use of a wheelchair, should this be required for a visit.</p>	<p>Ensure that all pupils, staff and parents have access around the inside and outside of the school building.</p> <p>Parents will be able to use disabled bays and ramps to access the building.</p> <p>Children will not be excluded from trips because of a disability or medical need</p>	<p>All visitors, staff and children will move around the school freely or with additional support such as wheelchair lifts.</p> <p>All children will be invited to attend school trips</p>



<p>Delivery of information</p>	<p>ensure all children with ASD have access to the curriculum.</p> <p>To enable improved access to written information for pupils, parents and visitors.</p> <p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Regular parental communication Individualised multi-sensory teaching strategies used for ASD children</p> <ul style="list-style-type: none"> · Investigate symbol software to support learners with reading difficulties. · Raising awareness of font size and page layouts will support pupils with visual impairments. · Auditing the school library to ensure the availability of large font and easy read texts will improve access, if required <p>Information collected about new children:</p> <ul style="list-style-type: none"> · Records passed up to each class teacher. · End of year class teacher meetings · SEND Transition meetings · Medical forms updated annually for all children · Personal health plans · Significant health problems – medical register regularly updated including children's photos displayed on staffroom notice board / info kept in separate file in staffroom/kept in class registers 	<p>All</p> <p>children will be able to access what they need to learn regardless of need.</p> <p>Children will use chromebooks or adapted equipment to allow them access to all curriculum learning.</p> <p>Meetings will be held as often as necessary to meet children's needs with the appropriate members of staff and external agencies.</p>	<p>Children will be accessing the curriculum in the ways appropriate to them.</p> <p>Children will have a chromebook each (KS2) to access all their learning needs or other adaptive equipment if required.</p> <p>Each member of staff working with particular children will be aware of their children's needs and adapt learning as necessary.</p>
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