

Policy D19 - Accessibility Plan

Name of academy:	Hollington Primary Academy	Three year period covered by plan:	September 2015 – September 2018
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Aims

Each academy in the Hastings Academies Trust is committed to having a fully accessible environment which values and includes all pupils/students, staff, parents and visitors, regardless of their backgrounds and needs.

Specifically, each academy's accessibility plan is aimed at:

- Improving the physical environment of the academy to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided;
- Increasing the extent to which disabled pupils/students can participate in the curriculum;
- Improving the availability of accessible information to disabled pupils/students and their parents/carers.

This accessibility plan has been informed by:

- An audit of the accessibility of the academy buildings.
- A review of staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
- The access needs of disabled children, staff and parents/carers.

As a consequence of these activities, the following targets and actions have been identified:

1. Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that the academy's physical environment is accessible to all pupils/students and fully meets their needs	Gather information about the needs of pupils/students	Ongoing	SENCO / Head of SEN	All pupils/students can access the physical environment
	Monitor access needs	Ongoing	SENCO / Head of SEN	
	Conduct an annual audit of academy premises taking into account the specific needs of pupils/students either current or prospective	Annually - normally June/July	Site Manager with SENCO / Head of SEN	
To ensure all planned and future building work considers relevant accessibility guidance	Alert contractors to accessibility needs	Ongoing	Site Manager Business Manager	All building work meets DDA requirements
To ensure that all disabled pupils/students can be safely evacuated	Complete/review Personal Emergency Evacuation Plans	Annually – normally September	SENCO / Head of SEN with Site Manager	Successful fire/evacuation drills Disabled pupils/students feel safe during fire/evacuation drills

2. Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that teaching and learning meets the needs of all pupils/students through effective differentiation	Review schemes of work to ensure that they indicate how the needs of different pupils/students will be met within lessons	Annually – normally September	Vice Principal (Teaching and Learning)	All teachers are able to fully meet pupils'/students' learning needs Lesson observations indicate effective differentiation
	Provide staff development and/or coaching to teaching staff on differentiation	As required	Vice Principal (Teaching and Learning)	
	Identify and disseminate good practice on differentiation	Ongoing	Vice Principal (Teaching and Learning)	
To ensure learning resources fully meet the needs of all pupils/students	Gather information about the needs of pupils/students	Ongoing	Vice Principal (Teaching and Learning) with SENCO/Head of SEN	Progress and attainment of pupils/students with additional learning needs improves
	Provide specialist equipment and resources as appropriate for pupils/students with additional learning needs	Ongoing	Vice Principal (Teaching and Learning) with SENCO/Head of SEN	
	Provide staff development/coaching to teaching staff on specialist SEN software and resources	As required	Vice Principal (Teaching and Learning) with SENCO/Head of SEN	
To raise awareness of disability issues	Provide disability equality training session for all staff	By September 2015	Vice Principal (Teaching and Learning)	Positive feedback from pupils/students and their parents
	Incorporate disability awareness into new staff induction programmes	Ongoing	Principal	
	Provide Equalities Training for governors	By May 2016	Director of Policy and Governance	

3. Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure all information provided to pupils/students and parents is provided in accessible formats	Audit all written information, adapting as required (large print, braille etc)	Ongoing	All staff	Positive feedback from pupils/students
	Provide guidance to staff on dyslexia and accessible information	As required	Principal	
	Seek feedback from parents on information needs	By January 2016	Principal	
	Audit website to identify broken links, and ease of finding information	Annually	Support staff	

4. Monitoring and evaluation

This accessibility plan will be reviewed at least every three years by the Local Governing Body.

5. Policy status and review

Written by:	
Owner:	
Status:	Approved / Draft
Approval date:	Local Governing Body (Include date of approval)
Review date:	