



Accessibility Plan 2023 -2026

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Approved by:	TRUST CENTRAL TEAM
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This plan outlines how The Heights Academy aims to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students.

The Local Academy Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Students' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its students. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

The Local Academy Council will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the Local Academy Council will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Local Academy Council will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Local Academy Council will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Local Academy Council will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Increasing the extent to which everyone can participate in the school curriculum

TARGET	STRATEGY	OUTCOME	TIMEFRAME	WHO	ACHIEVEMENT
Training for staff in the identification of and teaching children with specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Annual training on a 3 year rota in ADHD, Attachment, Autism Spectrum Disorders, Dyslexia. Annual training in epi- pens and asthma.		Children are successfully included in all aspects of school life.
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of- school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing		Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables for learners with needs.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning	Ongoing		Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing		Community will benefit by a more inclusive school and social environment
Ensure all children identified as SEND have appropriate interventions in place according to need. These are identified on school provision map (SEN support and EHCPs)	Provision maps for each year group. Individual provision maps for children with EHCPs.	Provision map is up to date and forms a key part of the planning process for all pupils.	Half Termly each year		Provision maps in place and highlighted to support the needs of individual children.

Planning duty 2: Physical environment

Improving the physical environment so everyone can take advantage of education

TARGET	STRATEGY	OUTCOME	TIMEFRAME	WHO	ACHIEVEMENT
To complete an annual accessibility audit using the inclusive access report (see appendix 1)	The school will work with link governor to ensure that this is completed effectively.	Site and facilities meet requirements of the Disability Discrimination Act 2005 and cater for all	Autumn term 2023 and then annually		Delivery of audit report to full governing body.
To ensure all students leave the environment safely.	No students to leave without contact being made with an appropriate adult. Records checked and updated.	During unavoidable closure, all students and adults are able to leave the building safely.	On going		Records are accurate and parental feedback is good.
To improve the physical environment for 1:1 interventions.	Review of space and need for 1:1 interventions. Create designated area.	Students can access interventions in an appropriate and effective space.	2023 onwards		Student feedback and increase in intervention access.
To ensure fire procedures meet the needs of disabled students/staff.	Personal Emergency Evacuation Plans (PEEPS) are in place for disabled students/staff	Fire procedures meet the needs of all.	On going		Fire drills demonstrate effective practice.

Planning duty 3: Information Improving the delivery of information so that it is accessible to everyone.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	WHO	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through PSS for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing		Delivery of information to pupils and parents/carers improved
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	Ongoing		Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this	Annually		Parental opinion is surveyed and action taken appropriately.
To develop a formal system of collecting the views of SEND students	To collect the views of SEND students at termly through the completion of a questionnaire	SEND students views are responded to and acted upon as appropriate	Autumn term 2023 then ongoing		Questionnaires are reviewed and reported on to SLT and governors.

Appendix 1: Inclusive Access Report

Checklist	In Place	For development	To be checked	Notes	Signpost to
Getting to School					
Disabled parking bays for staff and parents				Disabled parking is available and will be reserved when required with accessibility to the building via the front door.	
Accessible approach – entrance, surface ramps					
Procedures in place for disabled children to enter and exit premises	Limited access to site				
Entrance doors that are manageable for disabled c&yp					
Safety					
Regularly environmental safety audit of the whole physical environment for disabled c&yp					
Safeguarding procedures in place for lunchtimes, breaks and lesson changes for disabled c&yp					
Checklist	In Place	For development	To be checked		Signpost to

Mobility around the building and outdoor space:					
Appropriate signage around the building to meet the needs of a range of disabilities? (height, colour contrast, size, clarity)					
Level access to all internal rooms	N/A				
Wide enough corridors for ease of movement around the building and to outside spaces	N/A				
Internal doors that can be managed independently	N/A				
Suitable floor surfaces for wheelchair movement					
Corridors kept clear and uncluttered					
Clear markings highlighting of internal and external steps, curbs and stairs with a 3 inch strip on the tread of either white or yellow (paint or sticky tape depending on where it is)					
Accessible lift installed, checked and maintained					
Mobility aids such as hand rails on stairs					
Inclusive lunchtime arrangements - accessible canteen facilities - independence - able to sit with friends - ease of mobility around dinner hall					
Outside environment is independently accessible for all					
Checklist	In Place	For development	To be checked		Signpost to
Classroom environments					
Freedom of movement around the classroom					

Resources organised for maximum independence					
Furniture appropriate for children with specific disabilities? (e.g. adjustable height desks, IT equipment at appropriate height, chairs with correct support, matt finish table tops)					
Classrooms fitted with lowered acoustically treated ceilings	N/A				
Sound field systems installed and maintained					
Whiteboards of good quality and regularly maintained to ensure good contrast. LED Screens?					
Operational blinds in classrooms					
Lighting of good quality and appropriate for VI?					
Good quality carpet flooring fitted					
Walls/ceilings absorb sound					
Double glazing fitted to minimise outside noise					
Checklist	In Place	For development	To be checked		Signpost to
Health and Personal Care					
Personal care facilities available					
Personal care facilities kept clear of clutter?					
Staff appropriately matched and trained in personal care management					
TA job descriptions clear in terms of health and personal care					
Appropriate care plans in place?					

Physio/health care sessions organised to ensure children and young people have a full and balanced curriculum?			
All specialist equipment provided and maintained and inspected in line with the Health and Safety at Work Act?			
Staff have been appropriately trained around specialist equipment? Checklist			
Extra-curricular Activities			
All disabled children and young people able to access the range of extra-curricular activities on offer?			
All educational visits planned in advance to ensure they are available for the range of disabled children and young people?			
Is disabled transport available for these trips? Are you relying on parents?			

Date completed:

Signed

Job title