



The Nicholas Hamond Academy

# Accessibility Plan

Review date: April 2019

Improving Education Together.

**Accessibility Plan- Identifying Barriers to Access**

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. ( <i>Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack</i> )	☐			
Grouping of pupils ( <i>by year group and differentiated lesson plans in place plus individual support e.g. accelerated reader for catch up</i> )	☐			
Homework policy and practice ( <i>policy in place</i> )	☐			
Academy discipline and sanctions ( <i>reference Behaviour Policy</i> )	☐			
Exclusion procedures ( <i>reference Exclusions Policy.</i> )	☐			
Academy clubs and activities ( <i>full access as relevant also reference e.g. Off Site Visits Policy</i> )	☐			
Academy trips, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment? ( <i>trips policy and risk assessments</i> )	☐			
The academy's arrangements for working with other agencies	☐			
Academy policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	☐			

<b>Physical access</b>	<b>Completed</b>	<b>In Progress</b>	<b>Under discussion</b>	<b>Not yet addressed</b>
Classrooms are organised for disabled pupils.	☐			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils	☐			
Pupils who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.	☐			
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.	☐			
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components.	☐			
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.	☐			
The décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.	☐			

Physical access continued	Completed	In Progress	Under discussion	Not yet addressed
All areas to which pupils should have access are well lit.			✓	
Steps have been made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment.	☐			
There is ease of access to all academy facilities.	☐			
Activities to support the curriculum, (e.g. drama group visiting academy) have appropriate risk assessments in place to ensure equality of access.	☐			
Sports activities are available to all.	☐			
The academy has in place emergency procedures which takes into account the needs of all pupils.	☐			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all pupils to achieve.			√	
Teachers and teaching assistants have the necessary training to teach and support disabled pupils.	☐			
All lessons are responsive to pupil diversity.			√	
Lessons involve work to be done by individuals, pairs, groups and the whole Class.	☐			
All pupils are encouraged to take part in music, drama and physical activities.	☐			
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.	☐			
The academy provides access to computer technology appropriate for students with disabilities.		☐		
Classroom organization allows for the needs of all pupils.	☐			
Timetable design takes note of any pupil who may have a disability or a special educational need.	☐			

All pupils are given consideration for assessment and exam arrangements.	□			
All pupils are prepared for the next phase of education.	□			
Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading.	□			

Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	☐			
There are high expectations of all pupils.	☐			
Staff seek to remove all barriers to learning and participation. ( <b>reference <i>Equal Opportunities Policy</i></b> )	☐			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) 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.		☐		
The academy can produce written information in different formats (as required)		☐		
Staff are familiar with technology and practices developed to assist people with disabilities.	☐			
All staff, pupils and parents have access to information.		☐		



## Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
<b>Physical Access</b>	Review and monitoring of Physical Access to ensure that we continue to enable access for all students, staff, parents and visitors.
<b>Curriculum Access</b>	Review and monitoring of Curriculum Access to ensure that we continue to enable access for all students, staff, parents and visitors.  Implement further strategies for access to computer technology appropriate for students with disabilities.
<b>Information Access</b>	Review and monitoring of Information Access to ensure that we continue to enable access for all students, staff, parents and visitors.  Implement further strategies to produce written information and website information in different formats to enable all staff, pupils and parents to have access to information.

**Access Plan - Physical Access**

<b>Time scale</b>	<b>Targets</b>	<b>Activities</b>	<b>Outcome</b>	<b>By when</b>	<b>By whom</b>	<b>Success Criteria</b>
<b>Short Term</b>	To use the SEND Review to evaluate and identify actions		Completed Accessibility plan audit with action plan to address issues	April 2019	Liz Bernard, SENDCo and Irene Moran, Link Governor for SEND	Accessibility Plan Audit shows we are making progress in enabling access for all
<b>Medium Term</b>						
<b>Long Term</b>						

**Access Plan - Curriculum Access**

<b>Time scale</b>	<b>Targets</b>	<b>Activities</b>	<b>Outcome</b>	<b>By when</b>	<b>By whom</b>	<b>Success Criteria</b>
<b>Short Term</b>	To review the curriculum access arrangements to ensure we continue to provide access to all	Information from the SEND Review will be used to evaluate and identify priorities and create action plan	Action plan	April 2019	Liz Bernard, SENDCo and Irene Moran, Link Governor for SEND	Action plan with clear measurable objectives in place
<b>Medium Term</b>						
<b>Long Term</b>						

**Access Plan - Information Access**

<b>Time scale</b>	<b>Targets</b>	<b>Activities</b>	<b>Outcome</b>	<b>By when</b>	<b>By whom</b>	<b>Success Criteria</b>
<b>Short Term</b>	To review the information access arrangements to ensure we improve our access to all	Go4Schools now available to all parents	Parent access to Go4Schools gives all information needed by pupils. Accessible via school website	December 2018	Emily Thomason, Vice Principal	To improve the percentage of parents accessing information via Go4Schools
<b>Medium Term</b>						
<b>Long Term</b>						