



Holbrook Academy

Draft awaiting approval

Accessibility Plan

Date Approved	
Signed	
Minuted	
Date of Next Review	Summer term 2023

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Action plan	5
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit.....	8

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Holbrook Academy's core purpose is to be ambitious and aspirational for all. Our strength is knowing all students as individuals. Holbrook Academy is an inclusive school which values diversity and respects difference. We aim to match support to each child's individual needs.

Our accessibility plan supports us in meeting the needs of disabled students.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including working with appropriate agencies and the local authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. Pupils have a choice of options at KS4 and are supported in accessing a broad and balanced curriculum.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Holbrook Academy is a single storey site. Where buildings are older and corridors more narrow, students are supported with safe movement around the Academy depending on their needs.</p>	<p>Short term: Devise clear access arrangements for tests at KS3.</p> <p>Ensure that we implement / ask all subjects to audit resources.</p> <p>Medium term: Create staff training programme to ensure staff have regular updates on new learning technologies to support learning for students with a disability.</p> <p>Include a specific focus on reviewing access in curriculum reviews.</p>	<ul style="list-style-type: none"> Review current KS3 procedures Create ways to capture KS3 access needs. Offer cpd on inclusive teaching and ensure examples of people with disabilities used. 	<p>PHT/EAN</p> <p>FPY/RLY</p> <p>FPY/RLY</p>		

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Initial touch / sensory tours of site • Bespoke adaptations for individuals • Ramps • Elevator in sports centre • Disabled parking bays • Disabled toilets and changing facilities 	<p>Short term: Library shelves at wheelchair-accessible height</p>		<p>FPY/StBY</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Use of specific technology to assist learning and access • Use of interpreters 			<p>FPY</p>		

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by full governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				