



# Holbrook Academy

## Accessibility Plan

<b>Date Approved</b>	7 <sup>th</sup> May 2024
<b>Signed</b>	Helen Butler Chair of Q&M Committee
<b>Minuted</b>	Q&M Committee 7 <sup>th</sup> May 2024

*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.*

Member of staff with responsibility for this policy.	Kathryn Darby - SENCo
Governor with responsibility for this policy.	Q&M Committee
Policy review date.	Summer term 2025
What is the purpose of this policy?	To ensure all students have full access to the school site and curriculum.
What are its headline targets? (using quantitative and qualitative measures)	<ul style="list-style-type: none"> <li>● Increase access to the curriculum for pupils with a disability</li> <li>● Improve and maintain access to the physical environment</li> <li>● Improve the delivery of information to pupils with a disability</li> </ul>
How is this policy to be judged as successful?	Using the success criteria stated in the policy and student feedback

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## 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.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Increase access to the curriculum for pupils with a disability</b>	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.	Medium term: Ensure that we implement / ask all subjects to audit resources.	<ul style="list-style-type: none"> <li>Review current KS3 procedures</li> <li>Create ways to capture KS3 access needs.</li> </ul>	KND/ KDY	Ongoing	Students have appropriate pathways in place for Sept Year 10 either EBAC, Academic or Personalised curriculum.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Medium term: Create staff training programme to ensure staff have regular updates on new learning technologies to support learning for students with a disability.	<ul style="list-style-type: none"> <li>Offer CPD on inclusive teaching and ensure examples of people with disabilities used.</li> </ul>	KDY and all teaching staff	Ongoing	CPD programme delivered and the impact seen in learning walks.
	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.	Long term: Include a specific focus at HODs meetings to review access in curriculum reviews.	<ul style="list-style-type: none"> <li>SENCo to attend HODs meetings to review provision across the curriculum.</li> </ul>	KDY/KND	Ongoing	A curriculum for all.

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	Access Arrangement testing and Form 9s are completed and applied for with the JCQ at the end of Year 9.	Long term - all pupils have their needs assessed and met.	<ul style="list-style-type: none"> <li>• SENCo to review Annual release of JCQ access arrangements requirements and ensure the Academy meets these requirements.</li> </ul>	KDY	Annually	All pupils have their normal way of working reflected in their exam access arrangements and these are shared with the examinations officer and correctly implemented for all exams.
	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.	Long term: Yearly review of site and investment opportunity looked for and current needs catered for.	<ul style="list-style-type: none"> <li>• Review accessibility plan regularly to ensure site issues are resolved.</li> </ul>	KDY/StBY	Ongoing	To maintain Holbrook Academy as an accessible and safe site.
	Ensure students with impairments are planned for and are able to fully access the curriculum and learning experiences from the start of any school year.	Short term: All staff are aware of students with physical impairments (such as visual or hearing) from the very first lesson and plan for them.	<ul style="list-style-type: none"> <li>• Information shared during CPD at the start of the academic year.</li> <li>• Use TAC meetings to share updates.</li> <li>• Work with the Specialist Education Service.</li> <li>• Maintain a detailed record of medical conditions and IHCPs where required.</li> </ul>	KDY	Ongoing	Information is shared with staff via Class Charts, updated regularly and strategies are implemented. When asked, students do not feel that their disability hinders their ability to access the curriculum.

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<b>Improve and maintain access to the physical environment</b>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Initial touch / sensory tours of site</li> <li>● Bespoke adaptations for individuals</li> <li>● Ramps</li> <li>● Lift in sports centre</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> </ul> <p>A number of appropriate staff are trained in the use of the Evac chair on the 1<sup>st</sup> floor of Sports hall and StBY is now a trainer.</p> <p>All improvements made to the site include full disabled access.</p>	<p>Short Term: Lift in sports hall serviced every 6 months.</p>	<ul style="list-style-type: none"> <li>● StBY to monitor and maintain as site manager.</li> </ul>	<p>StBY</p>	<p>Ongoing</p>	<p>Maintain the service log. Maintain EVAC training and keep a log of identified staff. Ensure the evacuation plan is in place.</p>

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<b>Improve the delivery of information to pupils with a disability</b>	Our school uses a range of communication methods to ensure information is accessible. This includes, but is not limited to: <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Pictorial or symbolic representations</li> <li>● Use of specific technology to assist learning and access</li> <li>● Use of interpreters</li> </ul>	Short Term: Identify students' needs and implement strategies to allow all students access to information.	<ul style="list-style-type: none"> <li>● Use pupil voice to ascertain need.</li> <li>● Work with The Specialist Education Service.</li> <li>● Meet Section F requirements in EHCPs.</li> </ul>	KDY	Ongoing	All students have access to all information regardless of need.

#### **4. Monitoring arrangements**

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

It will be approved by the Q&M Committee.

#### **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