

## **Accessibility Policy**

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## **Policy Introduction & Purpose**

At Hall Cross Academy we are fully committed to providing an environment that enables full curriculum access; that values and includes all students, staff, parents and visitors regardless of their physical, sensory and social and emotional needs. We are committed to taking positive action in relation to the 2010 Equality Act, removing, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

## **Policy Aims**

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

## **Policy Scope**

This policy applies to all stakeholders of Hall Cross Academy.

## **Consultation**

This policy was written in consultation between the SEND team and the Business Manager as well as members of the Senior Leadership Team.

## Policy / Controls

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

In light of the above definition, the Academy's Accessibility Plan considers all aspects of special educational needs and disability. Hall Cross Academy has an 'anticipatory' responsibility to ensure that the needs of current and 'prospective students' are met. The Academy has an 'anticipatory' duty to make reasonable adjustments and will work with all stakeholders to ensure that this responsibility is effectively met.

The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities

Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

### Admissions:

Hall Cross Academy is committed to the principle of all children having equal rights of access, if this can be reasonably provided. To effectively support a young person with Special Educational Needs/ Disabilities, the academy would expect parents'/ carers' to provide a full disclosure of the child's Special Educational Needs/Disabilities, as this will allow us to plan appropriately in

order to meet a young person's needs. We will endeavour to provide the outstanding teaching and learning opportunities for all students.

### **Access to the school site, buildings and classrooms:**

Hall Cross Academy prides itself on how accessible the site is.

- **Parking:** The academy has allocated disabled parking, to ensure safe access into the main building.
- **Classrooms:** All ground floor classrooms are accessible to disabled students. If a classroom is not accessible, reasonable adjustments will be made to ensure that an accessible classroom would be made available, so that a disabled student would not be at a disadvantage. We provide enough space within the classroom for students with disabilities to move about.
- **Toilets and first aid provision:** All disabled toilet facilities are available on the ground floor. Fully qualified First Aiders are available during school hours and are/can be located on the ground floor of the main block.
- **Yard:** The yard is fully accessible and there is a large staff presence at unstructured times, to ensure all young people are closely supervised.

### **Evacuation Procedures:**

The academy has embedded systems and procedures for the safe and efficient evacuation of the buildings. We understand that reasonable adjustments will need to be made in order to meet the specific needs of an individual. Such procedures will be discussed with the student, parents/ carers and support agencies and a Personal Evacuation Plan will be completed, which will be shared with staff.

### **Curriculum Access: Teaching, Learning and Assessment:**

Our aim at Hall Cross Academy is to ensure that all children, including those with disabilities, have access to a broad and balanced curriculum that enables them to feel safe, valued and achieve success.

The academy works in partnership with students, families and external agencies to ensure that pupils with disabilities can participate successfully within the curriculum and where necessary create bespoke packages of support that meet the student's needs.

Classroom environments are reviewed to ensure that they meet the needs of disabled students, so that they are not at a disadvantage.

The academy will provide CPD opportunities to staff, that aim to develop their knowledge and skills when meeting the needs of young people with Special Educational Needs and Disabilities.

As an academy, we recognise and value the importance of working in partnership with all stakeholders in order to share all information/ expertise and ensure that a young person's special educational needs/ disabilities are met.

To ensure a smooth transition between key stages the academy will work with all stakeholders to ensure that the young person is confident, happy and safe. We will work in partnership with all stakeholders to ensure that reasonable adjustments are made, where possible, to ensure all young people have access to a broad and balanced curriculum.

### **Information for Pupils and Parents:**

Parents/ Carers are involved in regular reviews to evaluate the impact of the provision and support that the academy provides. The academy will also host termly, informal events for parents/ carers, where they have the opportunity to speak with the SENCo, some academy staff and external agencies about their child. Parents/ Carers can request a copy of the Accessibility Plan from the academy.

## **Policy Review & Development**

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

## Document version change control

Version:	Date:	Details of changes:
1	Dec 2019	New policy created
2	Sept 2020	Amended to add COVID procedures
3	May 2023	Removal of COVID procedures