



Hill Top

Primary Academy

A Member of Leodis Academies Trust



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Accessibility Plan

<i>Plan administration</i>	
<i>Version Number</i>	<i>4</i>
<i>Date of issue</i>	<i>June 2023</i>
<i>Date of next review</i>	<i>June 2026</i>
<i>Person responsible for review</i>	<i>Joanne Lancaster/Laura Monaghan</i>
<i>Signed and dated Principal</i>	<i>June 2023</i>
<i>Signed and dated and in Gobs minutes Chair of Governors</i>	<i>K Baker</i>

Hill Top Primary Academy is an inclusive school; we believe that every child has a right to a broad, balanced and effective education regardless of race, gender, age, sexuality or special need. Please refer to our Equal Opportunities Policy for further details of this.

Aims

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

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

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.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: pupils, parents, staff and governors of the school].

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 longterm 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Academies, including free schools: This policy complies with our funding agreement and articles of association.

The school will work in partnership with our PFI partners in developing and implementing this plan.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Laura Monaghan , SENCo and Joanne Lancaster, Principal

It will be approved by the LGB

Hill Top Primary Academy Accessibility Plan 2023 - 2026

Aim	Current good practice	Actions to be taken	Person responsible	Date to be completed	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	Continuously review the curriculum to make sure it meets the needs of all pupils. Check all staff involved with pupils with additional needs, are aware of difficulties e.g. hearing loss, sight impairment, EAL, physical needs, SEMH or medical needs.	SENCo	Termly	<p>Pupil passports are in place to capture pupil voice</p> <p>Support plans are in place and reviewed termly</p> <p>Parents have their voice through termly meetings</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays 	Ensure steps to the field are painted yellow	Principal	Annually – summer works	Listed on the summer works from PFI
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	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 				
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Ipads 	Ensure equipment is serviced and accessible for all	SENCo	Annual checks	Access to communication aids when needed

To inform staff of individual pupil medical Needs/health care plans	SENCo works with Parents and Professionals to create/support a medical plan Shared with staff and office staff	Continue to update	SENCo	Annual updates or as needed	Strong collaboration between home, health and school
To train staff to ensure they are meeting the needs of the child	VI training takes place weekly by the VI Team TA has attended external training for VI	Assess any potential training needs in advance of the new academic year. Transition meetings to be held in June for new reception cohort. Transition meetings and notes between classes.	SENCo	Throughout	Training is current and up to date
Ensure access to out of school activities for all pupils, including residential and trips	Additional staff attend Visits prior to the visit take place IPRAs are in place Parents are invited for some SEND children based on the IPRA	Ensure out of school activities are available for all children when planning	Class teachers SENCo Principal	Throughout the year	Children attend out of school activities
Consider classroom layout to meet the needs of all pupils	Liaise with outside agencies Discussion with staff Pupil voice	Ensure the classroom layout is appropriate to the needs of the children including the accessibility of equipment	SENCo	Termly	Children are able to access the classroom confidently

To provide parents & carers with general SEN information through the school website	SENCo updates the school website and provides information about the school SEND offer, Leeds SEND offer and additional support services throughout the year	Continue to update	SENCo	Termly	Information readily available for Parents
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