



Hatfield Academy Accessibility Plan 2024-2027

Accessibility Plan 2020-2023

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995). The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Purpose of Plan

This plan shows how Hatfield Academy intends to ensure and improve the accessibility of our school for pupils, staff, parents/carers and visitors who may be disabled.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.

POLICY STATEMENT

At Hatfield Academy, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

We believe in providing an education which is 'accessible for all', regardless of disability.

- The Accessibility Plan is written to complement and support the school's Equality Opportunities Policy, and will be published on the school website.
- Hatfield Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- Hatfield Academy's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equal Opportunities Policy
- Health & Safety Policy
- SEND Policy

ROLES AND RESPONSIBILITIES

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body.

The Accessibility Plan will be monitored through the Governing Body Premises and Finance Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

MONITORING AND REVIEW

The Assistant Principal for Inclusion will report on the Policy to the Principal as appropriate. The Principal will report to the Governors' Finance and Premises Committee on any relevant aspects of the working of the Policy as appropriate.

The Governing Body will review the Policy every three years.

The date of the next review will be: June 2027.

Accessibility Plan 2024-2027

Priority 1: To increase access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.)

Target	Actions to be taken:	Time-Scale:	Responsibility	Outcomes:
To increase staff (including support staff) subject knowledge on aspects of disability within the school community ie. ASD, ADHD, hearing impaired,	- Audit staff knowledge - Provide relevant CPD opportunities - Provide in-house workshops to develop knowledge and pedagogy	- Annually - On-going - On-going	- Assistant Principal-Inclusion - Deputy Principal for Teaching and Learning	Improved staff confidence - Effective differentiation and high quality teaching for all pupils - Increased pupil participation and progress
Ensure all educational visits are accessible for all children	- Pre-site visits to be conducted by staff where appropriate - Risk assessments completed in detail and shared with all relevant stakeholders	On-going	- Class Teachers - Visit Leaders - EVC	All children to attend every educational visit
Ensure PE Curriculum is accessible to all.	- Audit PE resources to assess accessibility - Develop links with disabled sports people to promote equality and inclusion within school.	On-going	PE leader	All children to take part in PE
Improve access to the curriculum	- All teachers to have an overview of needs within their classroom - Ensure all classrooms use a range of visual resources. - Ensure all classrooms have access to ICT to support learning. - All teachers to use Communication in Print to support teaching of vocabulary across the curriculum.	On-going	- Class Teachers - SLT	- Children understand which resources are available to them and use them appropriately. - High quality resources are used to enhance quality first teaching

Priority 2: To improve access to the physical environment of the school (including physical aids to access education)

Target	Actions to be taken:	Time-Scale:	Responsibility	Outcomes:
ALL pupils can access all areas of school	Audit of accessibility of school grounds	Ongoing	Premises Manager	Pupils have access to all of school.
To ensure classrooms have any necessary resources for visually impaired children.	- Consultation with visual impairment team - Relevant resources to be provided in specific classrooms such as magnifier, writing slope etc	- Ongoing - Ongoing	- Assistant Principal - Inclusion - Assistant Principal - Inclusion - Class teachers	Visually impaired pupils can access learning within the classroom.
To ensure classrooms have any necessary resources for hearing impaired children.	- Consultation with hearing impairment team - Relevant resources to be provided in specific classrooms such as visual support. - Work with parents to ensure that hearing aids are worn and working.	- Ongoing - Ongoing - Ongoing	- Assistant Principal - Inclusion - Class teachers - Inclusion Team	Hearing impaired pupils can access the learning in classrooms.
Improve signage and external access for visually impaired children.	- Outline steps with mustard paint - Ensure all entrances and exits have clear signage	- Ongoing - Annually	Premises Manager	All steps marked to improve access on site

Priority 3: To improve the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.

Target	Actions to be taken:	Time-Scale:	Responsibility	Outcomes:
Make available school brochures, school newsletters and other information for parents/carers in alternative formats and fonts if requested.	- Seek parental views regarding current school literature. Review all current school publications and promote the availability in different formats and fonts for those who require it. - Develop the use of the School App to send messages and letters. - Develop the use of the school website to share information to parents. - Develop parent forums including those specifically for SEND parents to share updates and information.	- Ongoing - Ongoing - Ongoing	- All teaching staff. ICT support - ICT Support - SLT Links - Assistant Principal – Inclusion	School information is accessed by all families Parents receive relevant information in a timely manner Information about the school is readily available on the website at all times.

	• Use Marvellous Me system to send home positive information and messages.	• Ongoing	• Class teachers	
• Availability of written material in alternative Languages when necessary.	• The school will use information and translations provided by the EAL Team for key information for EAL Families.	• Ongoing	• Inclusion Team	EAL families have greater access to information from school.