

Nova Hreod Academy Policies

Accessibility Policy and Plan

Accessibility Statement

Nova Hreod Academy will use its best endeavors to provide premises that are suitable for all learning requirements. The academy will provide a broad curriculum that will be accessible to all students irrespective of special needs or disability. This enables all members of our community equal opportunity and full access to a high quality of life and education.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, (relating to Disability,) of the Equality Act 2010. It also operates alongside and within the academy's Special Educational Needs (SEN) Policy. School Governors and United Learning are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Our aim is to ensure the curriculum is differentiated to meet the learning needs of students with SEN needs and disabilities, and ensure targets are effective and appropriate. We will make certain that the physical environment of the academy buildings and grounds are managed and improved to meet the needs of a range of current and prospective students with disabilities as well as staff member and visitors and make reasonable adjustments in accordance with the 2010 Equality Act to meet these needs. To ensure staff, visitors or students with SEN needs and disabilities are not alienated or discriminated against. We will ensure that everyone is equally able to access the curriculum, information and employment where required. We are committed to challenging negative attitudes about disabilities and to develop a culture of awareness, tolerance and inclusion.

This plan will be monitored by the local governing body and OFSTED as part of their monitoring cycle. It will also be reviewed annually, and updated every 3 years or when necessary with the 3 year period, and is available on the academy website.

Nova Hreod Academy works closely with partner organizations such as SENAT, TAMHS, Social Care and the Integrated Locality Team to ensure that pupil with disabilities are holistically supported.

The academy will continue to provide training for staff in how best to best support and engage students with SEN and disabilities. All staff are made aware of pupils with disabilities via our Arbor database.

If a parent/carer or pupil has a concern or complaint, we would advise them to talk to their child's House Manager or SENCo in the first instance. The academy's complaints policy is available for parents on request.

What is an accessibility plan and what is its purpose?

An Accessibility Plan is a practical tool for implementing the academy's policy to give increased access to the curriculum for disabled pupils and to pupils with learning difficulties and covers the following:

1. Increasing access to the curriculum for pupils with a disability
2. Improving the delivery of written information to disabled pupils and pupils with special educational needs
3. Improving access to the physical environment of the academy to increase access to education and associated services

Accessibility Plan 2022 - 2025

Increasing access to the curriculum for pupils with a disability

Objectives	Current good practice	Actions to be taken	Person Responsible	Date to complete actions
To ensure all students with a disability can access the curriculum by empowering them to have a voice in any plans for their learning	Ensure that each student with a disability or SEN has the opportunity to co-write an access plan with school staff & parents/carers. This ensures they have their voice heard and additional support, strategies and/or auxiliary aids can be identified and, if reasonable, supplied.	<ul style="list-style-type: none"> • Early help record to be completed where a SEN need has been identified. • Meetings to be held with parents/carers, pupil and relevant professionals to joint problem solve and create a plan. • Ensure that plans are communicated to staff so that they can be implemented and monitored, via Provision Map/ Arbor. • Ensure that all data is analysed to ensure that pupils are making progress and support plans can be adjusted accordingly. 	SENCo	Annually Autumn term 2
To ensure good communication exists to identify early curriculum pathway planning for pupils with disabilities.	The SENCo is scheduled into all annual meetings for pupils with disabilities.	As above.	SENCo	Annually Term 2
To ensure all staff receive relevant and timely training on a range of effective strategies to support learner with SEND.	Strategies, advice and guidance are shared with staff to support planning and differentiation for these students.	<ul style="list-style-type: none"> • Annual training led by SENCo that covers the areas of the Code of Practice and individual pupil needs. • Additional training for ECT's, trainees and TAs. • Individual staff to undertake training specific to their role and the pupils they support. 	SENCo and Head	Annually
Ensure that the curriculum is constantly evolving and meeting the needs of all pupils.	The needs of specific pupils are considered, both for school and off-site activities. The awareness of disability equality is achieved via: <ul style="list-style-type: none"> - Staff meetings - PSHE lessons - Assemblies 	LGB SLT All school staff	LGB SLT All school staff	On going
Ensure that all school trips and residential visits are	Thorough planning of trips and residentials are undertaken. For	Trip leaders ensure adequate planning time is factored in for planning and risk assessments.	Principal, Head, Trip Leader, EVCO	On going

accessible for pupils with learning or physical disabilities.	residential trips advances visits are undertaken where possible. Risk assessments are completed for all trips and visits.			
To make suitable adjustments to the curriculum for individual pupils – giving them access to mainstream setting.	Reduction in number of subjects studied (by agreement with parents)	More pupils gain access to the school and more pupils gaining access to suitable education.	SENCo and Head.	Annually

Improving the delivery of written information to disabled pupils and pupils with special educational needs

Objectives	Strategies	Actions	Timeframe	Outcome required
To improve communication with disabled pupils/users.	To ensure the school website is clear, simple and easy to use.	Increased number of visits to website.	On-going whenever website is up-dated.	Delivery of information to all users is improved. Website is clear and easy to use; all ongoing amendments enhance user experience.
Improve quality of classroom handouts and worksheets.	Heads of Departments to audit and remove poor materials from schemes of work.	Improved access to all text based teaching materials.	Ongoing as and when required.	All teaching materials of high quality text, minimum 12pt font. For specific students; font size to be in accordance with SEN plan.
To allow pupils with hearing difficulties to take part in lessons.	Purchase of portable hearing loop when necessary.	When a pupils is admitted in to the school, a portable hearing loop to be purchased.	Ongoing as and when required.	All pupils with hearing difficulties to access all lessons at all time.

Improving access to the physical environment of the academy

Access Audit

Nova Hreod Academy

Feature	Description	Actions to be taken	Owner	Date to complete actions
Number of stories	Three floors in the main school building. There is 1 passenger lift within the academy. All floors in all buildings are accessible to pupils with limited mobility i.e. using wheelchairs or crutches.	No action required.		
Entrance Access	There is a main entrance, and a pupil entrance both of which are on the ground floor. Both have either automatic proximity sensors or have low level push button access and therefore allow easy access for wheelchair users.	No action required.		

Corridor access & stairwells	The majority of the academy corridors can be accessed by all the academy population, however in a small number of areas, due to security and regulations around fire procedures certain corridors are heavier to open for a small number of our population.	Reasonable adjustments are put in place to overcome the issue as required.	SJA	Reviewed each Summer Term
Car park access	The academy has 154 parking bays at the main site, of which 7 are marked as disabled parking spaces. These spaces are within the required 50m vicinity of the main entrance & main reception area and there is a well-lit, CCTV monitored, paved access route into the academy.	No action required.		
Lift access	The main academy building has one lift. There is also a hoist located in the D wing ground floor assisted WC & shower room There is an evacuation chair located in reception and key members of facilities staff are trained in the use of the evacuation chair. There are also call assist buttons on all stairwells linked to the main reception.	To annually assess the requirements for hoists.	SJA	Reviewed each Summer Term
Emergency escape routes	There is an emergency evacuation plan in place, which is reviewed annually. This plan provides provision for any student/member of staff that is not fully mobile. All escape routes are clearly marked throughout the academy and updated Fire Notices have been placed on the back of all doors in Autumn 2021.	To review the emergency evacuation plan annually as a minimum or as required	SJA	Review each Autumn Term
Toilets for the disabled	The academy has nine disabled toilets through the building and two wheelchair accessible shower wet rooms with toilet and shower facilities.	No action required		
Technology facilities	There are lower level workspaces in both design and technology and science. There are height adjustment tables available on all wings of the building.	To assess the requirement for further adjustable height tables and other reasonable adjustments for annually. The academy has a hearing loop, in the main hall & reception areas	SJA SJA	Summer 2022 Summer 2022

Curriculum Links

- The Behaviour for Learning Policy is based on the Nova Hroed Academy Vision, which is central to the ethos of the academy.
- PSHE and Citizenship – modules of work cover Rights and Responsibilities as well as prejudice, equality and other related topics.

- Materials used by students are checked for suitability ensuring that full access to the curriculum for all is enabled, as well as providing board views and images which include all.

Linked Policies

Please refer also to:

- Special Education Needs and Disability policy
- Equalities Policy
- Behaviour for Learning Policy
- Curriculum Policy
- Safeguarding Child and Child Protection Policy