

Nova Hreod Academy Policies

Accessibility Policy and Plan

1. Introduction

Under the Equality Act 2010 all schools should have an Accessibility Plan. The purpose of this plan is to:

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

Nova Hreod Academy believes in providing every opportunity to develop pupils, young people and adults' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of academy life and the academy environment for pupils and prospective pupils, staff, parents and visitors with a disability.

We believe this policy should be a working document that is fit for purpose, represents the trust ethos, enables consistency and quality across the schools and is related to the following legislation:

- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that we work hard to ensure that the culture and ethos of this trust are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Each school provides pupils with the opportunity to experience, understand and value diversity.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

2. Definitions of Disability

According to the Equality Act 2010 a person has a disability if they have a physical or mental impairment that is:

- Substantial
- Long term
- Has an adverse effect on their ability to carry out normal everyday activities.

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

In accordance with good practice guidelines, we strive to increase accessibility in three main areas:

The Physical Environment

We aim to improve and maintain access to the physical environment of each school in the trust, adding specialist facilities as necessary – these covers improvements to the physical environment of the schools and physical aids to access education within a reasonable timeframe.

Availability of information

We aim to improve the availability of accessible information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, newsletters, timetables, textbooks and information about the schools and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Curriculum

We aim to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

The following policy documents are relevant to the general issue of accessibility:

- Admissions Policy
- SEND Policy
- Equality Policy
- Behaviour Policy
- Health & Safety Policy
- Safeguarding Policy
- Curriculum Policy

3. Aims

- To ensure that all school personnel with disabilities are treated fairly regarding recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.

- To reduce and eliminate barriers to accessing the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice to improve this policy.

It is a requirement that each academy’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Each school in the Trust will draw up an Action Plan showing how the school will address priorities identified in the plan. This plan would incorporate the school’s intention to increase access to education for disabled pupils.

The Principal is responsible for the management and implementation of the Accessibility Plan. They will work in conjunction with the Health and Safety Officer, Site Manager and Senior Leadership Team to co-ordinate resources.

4. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed every three years by the LGB, but may be reviewed and updated more frequently if necessary.

Accessibility Plan 2025 - 2028

Increasing access to the curriculum for pupils with a disability

Objectives	Current good practice	Actions to be taken	Person Responsible	Date to complete actions
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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. • 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 learners 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 Principal	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 accessible for pupils with learning or physical disabilities.	Thorough planning of trips and residential visits are undertaken. For residential trips advances visits are undertaken where possible. Risk assessments are completed for all trips and visits.	Trip leaders ensure adequate planning time is factored in for planning and risk assessments.	Principal, Trip Leader, EVCO	On going
To make suitable adjustments to the curriculum for	Reduction in number of subjects studied (by	More pupils gain access to the school and more pupils gain access to suitable education.	SENCo and Principal.	Annually

individual pupils – giving them access to a mainstream setting.	agreement with parents)			
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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 updated.	Delivery of information to all users is improved. Website is clear and easy to use; all ongoing amendments enhance user experience.
Improve the quality of classroom handouts and worksheets.	Heads of Departments 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 are 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 pupil is admitted into 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 times.

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	No action required.		

	access and therefore allow easy access for wheelchair users.			
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 141 parking bays at the main site, of which 12 are marked as disabled parking spaces. These spaces are within the required 50m vicinity of the main entrance & staff entrance and there is a well-lit, CCTV monitored, paved access route into the academy.	No action required.		
Lift access	The academy building has one lift. 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.	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	Review each Autumn Term Review each Autumn Term