



## HOLLINGWORTH ACADEMY ACCESSIBILITY PLAN

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This Accessibility Plan is drawn up in compliance with current legislation and requirements, as specified in Schedule 10 of the Equality Act 2010 relating to Disability. School governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Hollingworth Academy was opened in 2011 and was built to be fully compliant with the then Disability Discrimination Act (DDA). The building, therefore, has the following features which enable access.

1. A fireproof lift to all floors.
2. Disabled toilets on all floors.
3. Ramps to enable wheel chair access to changes of level.
4. A hygiene room for intimate care.
5. Clearly marked disabled parking spaces.
6. Height adjustable furniture in all departments including specially adapted adjustable furniture in Science, Catering and Technology.

### Objectives

Hollingworth Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers 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.

The school recognises and values parent/carer’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities, and respects the parent/carer’s and child’s right to confidentiality.

The School Accessibility Plan shows how access is maintained and improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; 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.
- Maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers any changes to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The School Accessibility Plan relates to the key aspects of maintaining and, where appropriate, improving the physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility was devised by the Business Manager and the Headteacher in conjunction with the builders. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Estates Committee of the school governing body.

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

**Approved** \_\_\_\_\_

**Date** \_\_\_\_\_

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Head Teacher**
- **Deputy Head Teacher (Inclusion & SEND)**
- **Deputy Head Teacher (Curriculum)**
- **School Business Manager**

The plan was then shared with governors before final approval.

# ACCESSIBILITY PLAN 2015-2018

## Physical Access

Item	Action	Timescale	Cost
To ensure that the new building conforms to appropriate standards with respect to disabled/wheelchair access and facilities.	Access to the ground floor areas of the new building must enable wheelchair access without a change of level.	Planning for the new building to continue through 2015 with work starting in Spring 2016.	Time
	Access to the upper floor is made via the lift and access through corridors with no change of level.	New building to be opened for Autumn 2016.	Time
To ensure that a separate access point is created on the ground floor level to the Inclusion Unit.	The school fence line to include a gate with magnetic fob so that vulnerable pupils can access the Unit without entering the main entrance.	Ready for opening September 2016.	Time and within the Capital Costs
	Separate entrance into the Inclusion Unit, with small reception area.	Ready for September 2016.	Time and within the Capital Costs

## Curriculum Access

Item	Action	Timescale	Cost
New subjects in new building.	Plan new curriculum in Construction and Hair & Beauty. Leading to a recognised qualification and linking into post 16 provision.	Assuming the new building is completed on time, new courses to begin in September 2016.	Time Salary (TLR 2.2)
Use of the Bakery area in the new building.	Planned use of the Bakery in curriculum time through "The Edge" lessons in Years 7 and 8 and during enrichment events.	Building complete and Baker equipped by September 2016.  Courses planned to commence during 2017, dependent upon staffing and building completion.	Time  Time
	Purchase DDA compliant FFE for Bakery.	September 2017	£600
To improve the provision for increased number of ASC children.	A thorough programme of staff training to include three two hour sessions: <b>Session 1:</b> Awareness raising. <b>Session 2:</b> Classroom strategies. <b>Session 3:</b> Individual plans.  To develop therapeutic sessions to help reduce the anxiety of ASC pupils, to better meet their needs.	October 2016 November 2016 June 2017 Research 2015 Introduce therapies from January 2017 following completion of new build. Project evaluated October 2017.	£640  £1,500
Preference curriculum.	To continue to develop the preference curriculum to allow children to have an element of choice in Year 9.	Preference curriculum launched late in the Autumn term each year.	Time
	Guidance and support in making choices given to parents/carers and pupils through a parents' evening, assemblies for pupils and one-to-one support with SEND pupils.	Guidance January to February each year.	Time
		Preference curriculum completed by March each year.	Time

Item	Action	Timescale	Cost
Option choices.	Option process designed to give maximum choice for all pupils.	Launched late in the Autumn term each year.	Time
	Guidance to parents/carers and pupils about facilitator subjects.	Guidance January to February each year.	Time
	Additional support for pupils who have selected a narrow curriculum.	Preference curriculum completed by March each year.	Time
	Additional support for SEND pupils.		
Extra-curricular access.	To ensure that every possibility is explored with respect to SEND pupils access to extra-curricular provision and school trips and visits.	Where pupils express an interest in taking part in trips and visits, individual needs are considered. This includes: providing additional adult support; modifying the trip itinerary; ensuring access; liaising with travel company; accommodation.  Where pupils express an interest in school based extra-curricular activities, all efforts are made to include them, including: modified equipment; reasonable adjustments; increased adult support.	Additional costs unknown as spending will be considered on a needs basis. It is anticipated that additional LPA support will be required to make reasonable adjustments.

## Written Information Access

Item	Action	Timescale	Cost
Development of website.	Website developed and updated, ease of navigation and use considered during development.	Summer 2017	Time
Increased use of text messaging to parents/carers.	Use of text messaging to ensure that parents/carers have reminders of upcoming events.	September 2016	£1,000 per year
Release of Parent Access on new MIS (Progresso).	Launch of Parent Access to parents/carers.	Spring 2017	Time and £500 on advertising
	Develop Parent Access screens to give access to more relevant information.	Summer 2017	Time
Release of MyEd App to parents/carers.	Giving parents/carers access to relevant information about the Academy and their children.	Spring 2017	Time
Development of VLE.	Working with departments to ensure that pupils have access to learning resources anytime, anywhere and any device.	Ongoing	Time
Develop the use of interpreters for information evenings.	Ensure that interpreters are available on request for parents/carers' information evenings.	Ongoing	£50 per hour plus travel expenses
Develop use of sign language for meetings and events.		Ongoing	£
Sign language course for staff and pupils.	To enable interested pupils and staff to gain an award in British Sign Language.	September 2016	£