



HAMP
ACADEMY

Accessibility Plan

Approved by: Ali Biddles

Date: April 2018

Last reviewed on: Jun 2014

Next review due by: April 2021

1. Aims

An Accessibility Plan considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

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

- Increase the extent to which students with a disability can participate in the curriculum
- Improve the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information for all students
- To provide the Governors with an action plan which can be incorporated into their annual budget

Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. It is the Academy's agreed policy that adults and students with a wide range of potential needs and requirements including those with mobility impairments, sensory impairments, mental health conditions, epilepsy, Aids, asthma and progressive conditions (i.e. multiple sclerosis) are not treated less favourably for a reason that relates to their disability. The Academy has determined that it will make 'reasonable adjustments' in order to create an inclusive environment that promotes an equality of opportunity - removing barriers to alleviate any substantial disadvantage that a student with a disability faces in comparison with non-disabled students.

The plan is 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 Academy will also make reasonable adaptations to appoint/retain staff in post who have/acquire a disability.

2. 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](#).

Definition of Disability:

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 long-term health conditions such as asthma, diabetes, epilepsy and cancer.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: Increase access to the curriculum for students with a disability.

Current best practice at HAMP ACADEMY:

Hamp Academy offers a differentiated curriculum for students of all abilities and uses some specific resources to ensure students are able to access the curriculum. Lessons are planned to provide opportunities for all students to achieve.

Staff provide alternative ways for students with a disability to access experiences they cannot fully engage in e.g. differentiated sport activities or trips.

The curriculum is reviewed to ensure it meets the needs of all students through SEND observations and drop ins, offering advice and guidance for staff, alongside a SEND training cycle.

Hamp Academy provides additional learning space for vulnerable students to access as a safe place and additional intervention to meet needs.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure staff are familiar and competent with good practice strategies to support children with high incidence SEN including dyslexia, autism and sensory processing disorders	Training planned for: <ol style="list-style-type: none"> 1. Dyslexia key strategies and use of Somerset checklist as a graduated response. To be delivered by Learning Support Service. 2. Sensory processing – what it is and how it can be supported in school. To be delivered by Occupational Therapy 3. ASD – key support strategies – to be delivered by Ali Biddles and Diane Canaku 4. Core Standards (Code of Practice) delivered by Learning Support and 	SLT/SEND team	July 2018 – ongoing cycle for new staff	Behaviour in classrooms improves as needs are better met. Teachers and LSA's are familiar with Code of Practice and Core Standards and understand their role within the graduated response Teachers are able to respond to identify needs quickly and respond with effective provision. Teachers feel better supported and have resources they need.

	<p>Diane Canaku</p> <ul style="list-style-type: none"> Key resources purchased to support interventions 			
Staff are confident in supporting and using technologies provided for child diagnosed as profoundly deaf.	Training to be in place by September 2018 from the Hearing Service who will also support SENCo to set up sound field and other relevant technology as advised.	SENCo/SLT	September 2018	Staff feel confident to support child/ren who are deaf and are clear about eth technology to support them. Deaf child/ren are making at least good progress and are happy and settled in school.
<p>To increase staff's SEND understanding and practical approaches to further develop 'quality first teaching'.</p> <p>Develop staff skills and knowledge around differentiation.</p>	<p>Audit of CPD and training needs to develop new training cycle reviewed for Sept 2018 – particularly focus on SEMH/ADHD.</p> <p>Produce SEND handbook – to include section on the impact of a disability in the classroom and best practice in meeting needs, including ASC and ADHD.</p>	<p>SENCo/SEND</p> <p>SENCo All staff</p>	<p>July 2018</p> <p>April 2018</p>	<p>Raised staff confidence in regards to strategies for differentiation and increased participation for all students.</p> <p>Handbook impacting on staff implementation of quality first teaching approaches within the classroom.</p>

Aim 2: Improve and maintain access to the physical environment

Current best practice at Hamp Academy:

Classrooms are optimally organized for students with a disability to access the site and alterations, although some access areas are restricted due to the constraints of the building i.e. door widths and shapes of classroom. The size and layout of areas, including all academic, social facilities, classrooms, the assembly hall, canteen, library and outdoor sporting facilities, playgrounds allow access for all students. Reception entrance area is fully accessible (key fob and door access code) and although the inner Reception door isn't automated, the Receptionist is available to assist when necessary.

All doors on the site are accessible to wheelchair users, but not without aid. Corridor doors will require door hold openers linked with the fire alarm (see target below). All buildings have level threshold or compliant ramps.

Corridor widths are compliant and accessible. Disabled parking bay is available adjacent to the entrance ramp. Three accessible toilets are available across the campus.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
All emergency and evacuation systems set up to inform ALL students, including pupils with SEN and disability; including alarms with visual components.	To include visual components to key auditory fire alarm locations.	Premises Team	Sept 2018 – on going	Fully inclusive system for early warning in noisy environments, and evacuation drill confirm attendance of all Staff, Visitors and Students quicker.
Install directional accessible signage to indicate directions and locations across the site.	To include braille for department areas. To assess signage across the whole Academy to support visually impaired and improve visual directions across the site.	Premises Team	Sept 2019 – on going	Staff, Visitors and Students know where the relevant departments are.
Install corridor door hold openers linked to fire alarms within the main site (A Block)	Ensure that corridor doors can stay open for ease of access and egress and are automatic release on fire alarm	Premises Team	Sept 2019	Increases the assessable areas for students with visual and physical impairments.

	activation.			
Perimeter gate and fence access to have an accessible and secure entry and exit point.	Install intercom and automation to front gates.	Premises Team/SLT	Sept 2018	Increased accessibility and safety of site for all.
Mobile Hoist available for students to access when required.	Purchase mobile hoist – seek advice from PIMSS team.	Premises/SENCO	Sept 2018	Increased accessibility for personal welfare.

Aim 3: Improve the delivery of information to students with a disability

Current best practice at Hamp Academy:

Some classroom environments use pictorial cues and symbols to further support comprehension and accessibility to information. Work stations are used effectively to support some children as appropriate to their needs.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve access to the Academy for all stakeholders who are audibly impaired.	<p>Install one hearing loop in Reception. Purchase one portable hearing loop to allow the use of this technology across the Academy.</p> <p>Staff training around the use of sound field system and radio aid.</p>	<p>Premises Team</p> <p>SENCo</p>	<p>Sept 2018 – on going</p> <p>July 2018</p>	<p>Hearing loop in Reception allowing for increased accessibility.</p> <p>Staff confidently using sound field system to ensure full accessibility to curriculum and environment for identified individual.</p>
Provide information in simple language, symbols, large print, on audiotape or in Braille for students and parents who may have difficulty with standard forms of printed information.	<p>Staff have training on the use of Widget symbols and Communication in Print.</p> <p>Staff to create resources using symbols to create signs, labels etc to visually support comprehension and accessibility to curriculum and environment.</p> <p>Ensure key printed parental paperwork (admissions, letters etc) differentiated to meet needs of all parents.</p>	SEND Team/ALL	Sept 2019	<p>Information disseminated home to parents and to students with a known disability is accessible visually or auditory.</p> <p>Classrooms across the Academy visually support the curriculum and environment through the use of symbols and pictorial cues.</p>

4. Monitoring arrangements

This document will be reviewed every **three** years, but may be reviewed and updated more frequently if necessary. A physical access audit will be carried out every year by the premises team and SENCo. The results of the audit will be fed into the review of the SEND and Disability Policy. This is to ensure the Academy takes, “reasonable steps” to ensure that disabled adults, students and prospective students are not placed at a “substantial disadvantage” compared to adults and students without a disability.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Medical Policy