Hackwood Primary Academy- Accessibility Statement, Audit and Action Plan 2022-2025

Mission statement

"Believe, Achieve, Succeed".

Our mission statement *"Believe, Achieve, Succeed"* reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Hackwood Primary 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, cultural and language 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.

Purpose of plan

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable. The plan also ensures we are compliant with the Equality Act (2010) and building regulations 2015 (part M).

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. In addition, the Trust seeks to make all aspects of our premises, provision and information fully accessible to all.

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Hackwood Primary Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

Aim

The academy's accessibility plans are aimed at:

1. **Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school's curriculum.** This covers teaching and learning, including remote and

blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.
3. **Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

Definition of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:
- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

(SEND code of Practice 2014)

Disability is defined as follows by the Disability Discrimination Act 1995:
'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;
- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-
- The Behaviour Policy.
- The Special Educational Needs policy.
- Equality Plan
- Curriculum Policies
- Emergency Planning Policy
- Health and Safety Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

Audit of existing provision

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

Improving Curriculum Access and Participation

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with disabilities or additional needs through school INSET, capacity building within teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about how they learn and the style of learning that is the most effective for them as individuals [metacognition].
- All pupils participate in expressive and creative arts.
- ICT is used creatively to maximise learning for all pupils and to ensure pupils with disabilities have access to the curriculum and are supported to communicate effectively.
- All pupils have access to Physical Education and swimming

- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. All children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified
- Academies works effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

Improving Physical Access to all areas of the Academy

Hackwood Primary Academy is accessible for those with limited mobility.

- The academy has flat /ramped entrances.
- Accessible wheelchair access will continue to be improved in line with all premises development work.
- The emergency evacuation system has both visual and auditory components.
- All rooms have appropriate door signage
- There are disabled toilets within the building.
- Symbols and large print is used throughout school for those with visual impairments (where required).
- Adapted/specialised furniture is provided to meet individual needs.
- Space for small group work and individualised work for targeted learners is provided.
- Children's work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- A changing bench for pupils with continence needs is provided.
- Accessible parking spaces are allocated/marked and kept available for use when needed

Improving Information Access to all Stakeholders:

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school books are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
- SpiderApp & Seesaw are used to communicate to parents. This enables parents to use translation or reading apps as needed.
- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Staff are trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents) where required.

The following action plan details specific actions needed to increase accessibility for pupils with SEND, families and visitors to the curriculum, the physical environment and to information provided by the academy.

An audit of current provision was completed on Sept 2022 and the finding used to complete our 3 year action plan which will be reviewed and updated annually.

AUDIT TOOL to Inform Action Plan completed – **September 2022**

Review due September 2023 - Highlighted

Next review in September 2024

AIM 1: Increasing the extent to which all pupils but particularly those with a disability can participate fully in the school's curriculum. Curriculum Access Audit Tool				
Question	Current Situation	Next steps needed	Year 1[2022] 2[2023] 3[2024]	Resources needed
Do **all staff** actively seek to remove all barriers to learning and participation for pupils, parents and visitors?	Yes – staff are trained and supported to overcome all challenges to create an inclusive school.	Continue to monitor and organise access arrangements as necessary.	Ongoing	Staff training around Inclusion Site Management
Does the academy have arrangements for staff to request & receive the necessary training to teach and support children and young people with disabilities as required?	Leaders identify training needs and direct staff to the relevant training. Teaching Staff as part of ongoing monitoring and assessment can raise training needs. The central 'Great Services' direct staff to the necessary training.	Leaders to continue monitoring. Teaching staff to raise requests / needs. The Development Team to analyse Academy's training requirements.	Ongoing	Leadership Time for effective monitoring and evaluation. CPD brochure

Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities? Does the academy provide access to computer technology appropriate for students with disabilities?	The HTML strategy provides staff with training and guidance on utilising iPads for each learner. Support/advice from the HTML team is always available. SENDCo works with individual pupils and their families to identify tools and aids to make learning accessible for all pupils.	Research specific apps matched to needs across the Academy particularly for students with disabilities.	Year 1	SENDCo Time and CPD.
Are classrooms 'SEND aware' and optimally organised for SEND pupils?	Training provided by the SENDCo in INSET and through regular staff meetings. SENDCo to attend termly LA and/or The Harmony Trust SEN network/hub meetings. Teachers and TAs are aware of the needs of their SEND pupils through individualised plans which are discussed with the SENDCo.	SENDCo to monitor the impact of the individual plans and work with staff to achieve targets and ensure changes are working.	Ongoing	SENDCo training and release time to effectively monitor.
Are all pupils encouraged and supported to take part in all aspects of the curriculum? Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example physical education?	All staff are aware of different learning styles and plan and deliver for this inside and out of the classroom. This is always done with the support of the SENDCo.	Monitor the delivery and quality of teaching. CPD ongoing to develop practice.	Ongoing	Leadership Time Half-termly CPD
Do leaders recognise the additional planning and resource preparation workload for teachers related to supporting pupils with SEND?	Yes – teachers are given support with planning and assessing Individual plans. Regular feedback is gained from teaching staff around workload and wellbeing.	Support teachers and TAs using the Graduated Response to SEND needs. Build in time for writing individual plans for specific children.	Year 1	Time, as required, of SENDCo , Leaders and Teachers

Do all staff recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum/practical work?	Yes - staff understand and plan for all their learners.	Continue to support staff to plan and deliver inclusive lessons.	Ongoing	CPD Pupil Progress Meeting time
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes, where appropriate.	Whole school monitoring to assess any specific impact.	Ongoing	Time
Are school visits, including residentials, made accessible to all pupils irrespective of any SEND?	Yes – as part of any risk assessment, SEND needs are taken into account before trips are organised.	Look at the enrichment activities that are planned and ways of making them inclusive for all.	Year 1	Time, as required, of Teachers
Are adaptations made to transition arrangements for SEND pupils where needed?	Additional transition planning and resourcing is put into place to support the most vulnerable pupils.	Ensure additional planning is put into place for Y67 transition this year.	Year 1	Y6 Teacher release time for organising secondary transition.

AIM 2 Improving access to the physical environment of the school. Physical Access Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Are car park spaces reserved for disabled people near the main entrance? Are drop kerbs in place from parking point? Is the wheelchair route clear of hazards? Is the route well lit?	Yes – all are in place.	N/A		

Is it possible for a wheelchair user to get through the principal door unaided? If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? Are buzzers, signing in books etc. at wheelchair user height?	Door holds open and the handle runs the full height of the door. Sign in is at wheelchair user height.	Ensure the area remains uncluttered for access.	Ongoing	
If there are steps in the building is a ramp provided? Does the building have a lift that can be used by wheelchair user to allow access to different levels? Is there a continuous handrail on each internal stair flight or gradients? Do all steps have contrasting edging?	No steps – the site is all on one level. No lifts or stairs on site.	N/A		
Are Personal Evacuation Plans [PEPs] written for all SEND pupils, staff [and visitors] who require one?	Yes.	Update PEPs as part of the monitoring cycle for all SEND pupils.	Yearly	Time, as required, of SENDCo
Does the school have a wheelchair accessible toilet? Can any baby changing facilities provided be used at wheel chair height?	Yes x 3 Yes – the bed is height adjustable.	If the need arises with admissions there may be a need to move to a 'changing places' facility.		
Are emergency and evacuation systems set up to inform ALL pupils + visitors including those with hearing	Beacons and sounder in place.	Ensure children are aware of the location and sounds of these.		
and visual impairment? (e.g. flashing light)? Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	They are all accessible on one level.			
Are non-visual guides used to assist people to use the buildings? Is a hearing induction loop available (either fixed or portable) in the academy?	No non – visual guides in place. Currently no hearing induction loop in place.	Investigate the cost of an induction hearing loop.	Year 1	

Are pathways and routes logical and well signed?	Yes	N/A		
Is appropriate furniture & equipment provided to meet the needs of individual students?	Yes – furniture for EYFS, KS1 and KS2 are in place that are accessible.	If a child with specific needs were to attend the academy any relevant resources would be provided.	Ongoing	
Do furniture layouts allow easy movement for pupils with disabilities?	Yes	In classrooms layout would be altered as appropriate to any specific needs that needed to be met.		
Do all the corridors have a clear unobstructed width of 1.2m?	Yes			
Are quiet rooms/calming rooms available to children who need this facility?	Yes – we have one room that is available to children who need it.	Ensure all staff are aware – provide a do not enter sign when needed.	Ongoing	
Are appropriate 'Buddies' provided for all disables pupils who needed these on admission?	Yes – identified children have support systems in place including from the peers.	N/A		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Acoustic boarding in the hall in place. No hard floors except in the wet areas.	N/A		
Can wheelchair users volunteer at the academy effectively?	Yes – they can access the whole grounds.	N/A		

AIM 3 Improving the provision of information to all. Provision of Information Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed

Does the academy provide awareness raising training to office reception staff to support them in identifying parents'/visitors' information access needs, such as support with reading or completing forms?	Currently IHASCO training is completed on Equality and Inclusion. Office Team will adopt whatever is available in terms of resource to support all parents. Use of apps and websites to help with translations and completing forms.	Training needs to be analysed and assigned.	Year 1	IHASCO and any other Office Management training from the Central Team.
Are pupil admission forms completed 1:1 to enable a sensitive conversation to be held?	Admission forms are currently emailed. Any sensitive information is discussed privately and passed on to the relevant member of staff.	Maintain the system and ensure parents are aware that if they have specific needs to raise with the office.	Ongoing	Use of the front room opposite the office.
Does the academy ensure that information can be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English?	Currently there have been no requests for any other formats.	Investigate alternative formats for targeted groups.		
Does the academy ensure that all appropriate staff are familiar with technologies developed to assist people with disabilities with information access, such as those that read aloud written Eletters, newsletters.	Apps for translation are used as and when necessary. No cases or requests have been made to date.	Investigate technologies for people with disabilities e.g. read aloud.		
Are all written paper-based communications to parents placed on the website to allow electronic access for disability support apps/technologies/ translation to be used?	All communication to parents is accessible digitally through the school website, parent pay and School Spider.	Trip letters and club letters to be sent out via Spider.		
Are pupil reports offered to parents in an electronic form to allow them to use translation apps/read aloud software?	Currently reports are given in paper format.	Reports (PDF) to be shared via Spider as well as hard copy upon request.	Year 1	

During activities such as workshops/parents' evenings does the academy offer information in user friendly formats for disabled parents/visitors e.g. offering to read aloud projector screens where needed?	Yes – for example BSL interpreted arranged when necessary.	Allow communication from parents on SpiderApp for any specific access arrangements so that these can be catered for.	Ongoing	

Accessibility Plan for Hackwood Primary Academy
2022 – 2025

Plan to improve Curriculum Access				
Objective/Target	**Task/Action**	**Resources/ Timeframe**	**Lead Person**	**Monitoring /Success criteria**
Do **all staff** actively seek to remove all barriers to learning and participation for pupils, parents and visitors?	CPD Around Inclusive Practice, Thrive and Emotional Regulation booked for Autumn / Spring.	Staff Meeting time x 4 over Autumn / Spring	Principal / SENDCo	Increased use and understanding of inclusive practice from all teaching and learning staff.
Does the academy have arrangements for staff to request & receive the necessary training to teach and support children and young people with disabilities as required?	Briefings, CPD and Half-termly monitoring including PPM discuss provision for all learners.	Phase Provision Meetings (fortnightly)	Leadership Team	Clear communication around pupil needs in a timely manner including all stakeholders.
Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities? Does the academy provide access to computer technology appropriate for students with disabilities?	HTML Strategy implemented effectively. Utilise the 'Great Services' through the Trust Development Team / CPD offer.	Staff Meeting time. Ongoing Weekly briefing.	HTML Lead	Greater awareness of tools / apps specific to supporting pupils with disabilities.

Are classrooms 'SEND aware' and optimally organised for SEND pupils?	Implement SEND Graduated approach. Effective support and monitoring of pupils with SEND.	SENDCo release time.	SENDCo	Teaching and Learning staff are increasingly aware of how to meet the needs of learners with SEND.
Are all pupils encouraged and supported to take part in all aspects of the curriculum? Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example physical education?	Put in place Individual plans for SEND Pupils Allocate 1:1 support provided for children with bespoke needs. Implement a fortnightly provision meeting to discuss needs across a year group and respond altering provision as necessary.	Half-termly SEND reviews Fortnightly Provision meetings	SENDCo Leadership Team	Inclusion for all pupils.
Do leaders recognise the additional planning and resource preparation workload for teachers related to supporting pupils with SEND?	Meetings regarding SEND pupils to be during directed time. For example CPD / INSET time disaggregated over the year to support managing teacher workload.	Reviewed Termly	SLT SENDCo	Teacher wellbeing is positive from survey results. Pupils with SEND make good progress and supported well by teachers and TAs.
Do all staff recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum/practical work?	PPA to include planning for scaffold and support for the most vulnerable.	Monitored Half-termly	SLT	Planning and provision take into consideration the needs of all learners.
Are school visits, including residentials, made accessible to all pupils irrespective of any SEND?	All trips are to be inclusive. Providers must ensure access arrangements are in place prior to any booking being confirmed.	As required	Principal	All trips are inclusive and arrangements put in place to allow all pupils to take part.

Are adaptations made to transition arrangements for SEND pupils where needed?	Additional transition arrangements for pupils on the SEND register. Staff meeting time in Summer Term to support transition. Y6-7 Transition Meeting booked for Summer Term.	Staff Meeting Time SENDCo Time	Principal SENDCo	Clear communication with stakeholders to facilitate smooth transitions.

Plan to Improve Physical Access				
Objective/Target	**Task/Action**	**Resources/ Timeframe**	**Lead Person**	**Monitoring /Success criteria**
Are car park spaces reserved for disabled people near the main entrance? Are drop kerbs in place from parking point? Is the wheelchair route clear of hazards? Is the route well lit?	No action to take – unless changes to building operations.	Ongoing	Sam Lomas	Allocated spaced for disabled persons.
Is it possible for a wheelchair user to get through the principal door unaided? If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? Are buzzers, signing in books etc. at wheelchair user height?	Invite a disabled user to assess site for accessibility.	Autumn Term 2022	Sam Lomas	Clear understanding of the any adaptations required.

If there are steps in the building is a ramp provided? Does the building have a lift that can be used by wheelchair user to allow access to different levels? Is there a continuous handrail on each internal stair flight or gradients? Do all steps have contrasting edging?	N/A			
Are Personal Evacuation Plans [PEPs] written for all SEND pupils, staff [and visitors] who require one?	Staff awareness around targeted children. Induction process for new staff made aware of PEPSs	Ongoing	Principal SENDCo Sam Lomas	Clear and safe exit procedures for pupils with PEPs.
Does the school have a wheelchair accessible toilet?	Invite a disabled user to assess site for accessibility.	Autumn Term 2022	Sam Lomas	Clear understanding of the any adaptations required.
Can any baby changing facilities provided be used at wheel chair height?	As above			
Are emergency and evacuation systems set up to inform ALL pupils + visitors including those with hearing and visual impairment? (e.g. flashing light)? Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	Investigate a pager system for specific pupils if necessary.	Spring Term	Sam Lomas	System is in place should the need arise.
Are non-visual guides used to assist people to use the buildings? Is a hearing induction loop available (either fixed or portable) in the academy?	Investigate the cost of an induction hearing loop.	Spring Term	Sam Lomas	Clear understanding of the any adaptations required.

Are pathways and routes logical and well signed? Do furniture layouts allow easy movement for pupils with disabilities?	Future review of classroom layout	Summer Term 23	Sam Lomas	
Can wheelchair users volunteer at the academy effectively?	Invite a disabled user to assess site for accessibility.	2022/23	Sam Lomas	

Plan to Improve Information Access				
Objective/Target	**Task/Action**	**Resources/ Timeframe**	**Lead Person**	**Monitoring /Success criteria**
Does the academy provide awareness raising training to office reception staff to support them in identifying parents'/visitors' information access needs, such as support with reading or completing forms?	Training needs to be analysed and assigned.	Start of Spring Term – training needs to be identified.	KH	Courses / Skills required understood by OM.
Are pupil admission forms completed 1:1 to enable a sensitive conversation to be held?	Maintain the system and ensure parents are aware that if they have specific needs to raise with the office.	Ongoing	KH	Parents / Carers can have any sensitive conversations on a 1:1 basis if needed.
Does the academy ensure that information can be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English?	Investigate alternative formats for targeted groups within the school cohort. Termly review of new starters and any bespoke needs.	Ongoing	KH	Information made available in formats required by parents.
Does the academy ensure that all appropriate staff are familiar with technologies developed to assist people with disabilities with information access, such as those that read aloud written E-letters, newsletters.	Investigate technologies for people with disabilities e.g. read aloud.	By Feb Halfterm	KH	Awareness of a range of technologies that provide increases accessibility.

Are all written paper-based communications to parents placed on the website to allow electronic access for disability support apps/technologies/ translation to be used?	Continue to upload letters, newsletters onto school website. Trip letters and club letters to be sent out via Spider.	Ongoing	FM/KH	Key information available electronically.
Are pupil reports offered to parents in an electronic form to allow them to use translation apps/read aloud software?	Reports to be shared via Spider as well as hard copy upon request.	July 2023	KH	Parents to have access to an electronic copy of their child's report.