



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# Sir Edmund Hillary Academy Accessibility Plan

## Policy/Procedure management log

Document name	Accessibility Plan
Author	Helen Tunney
Date approved	
Date issued	<b>September 2024</b>
Date of review	<b>September 2025</b>

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan.....	4
4. Monitoring arrangements .....	7
5. Links with other policies .....	7
Appendix 1: Accessibility audit.....	8
Appendix 2: Accessibility plan checklist.....	9
.....	

### 1. Aims

Schools are required under the [Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

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

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Sir Edmund Hillary academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At Sir Edmund Hillary Academy we have created a community in which each person is respected and recognised as of equal value. We are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to our school values:

[Courage to Initiate and Embrace Challenge](#)

[Learning and Achieving](#)

[Including and Inspiring Individuals](#)

[Mindful and Reflective](#)

[Building a Safe and Loving Community](#)

This plan will be made available online on the school website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

*This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.*

## **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](#).

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 and under](#) the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p><b>Short term</b></p> <p>To liaise with Nursery providers to review admissions before the start of academic year</p>	<p>To identify pupils who may need additional provision</p>	<p>FS leader/SENCO</p>	<p>Summer Term of each year</p>	<p>Appropriate procedures/resources are in place</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>To review policies to ensure they include inclusive and reflective practice</p>	<p>To monitor, evaluate and review current statutory policies</p>	<p>Headteacher SLT SENCO</p>	<p>Ongoing</p>	<p>Policies reviewed to ensure curriculum meets the needs of all pupils</p>
	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Ensuring homework is provided in an accessible form.</p> <p>Pupils and staff have access to outside agencies (e.g. Physical</p>	<p>To establish close liaison with parents</p>	<p>To promote engagement, collaboration and participation with parents/carers and school</p>	<p>Headteacher, SLT and SMT</p>	<p>Ongoing</p>	<p>Engagement and involvement</p>

	<p>Disability Support Services) that will support and advise them.</p> <p>Disabled pupils are able to participate in residential visits and clubs with risk assessment and planning of trips to include accessibility references. Pre visits to ensure access for all and plan any reasonable adjustments.</p>	<p>All pupils are in receipt of a broad and balanced curriculum.</p>	<p>To review curriculum, resources, training of teachers and support staff</p>	<p>Headteacher, SLT and SENCo</p>	<p>Ongoing</p>	<p>To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers</p>
		<p><u>Medium Term</u></p> <p>To review SEN provision and attainment of pupils</p>	<p>Analyse Data on termly basis. Attend Home school plan meetings.</p>	<p>SENCo</p>	<p>Termly</p>	<p>Termly report indicate progress</p>
		<p>To promote the involvement of disabled students in school life</p> <p><u>Long Term</u></p> <p>Review targets and deliver findings to governing body</p>	<p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>SENCo/Head teacher</p> <p>Headteacher/Governing Body</p>	<p>Ongoing</p>	<p>Variety of planned activities that reflect the needs of pupils</p>

<p>Improve and maintain access to the physical environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> <li>• Ensuring adequate corridor width</li> <li>• The school is on a multi-level site. Lifts and slopes are provided to facilitate movement around the whole site.</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Shelves at wheelchair-accessible height</li> <li>• Door entry system</li> </ul>	<p>Site Manager and Business Manager to audit the site, ensuring it is safe and accessible.</p>		<p>Head teacher and Site Manager</p>	<p>ongoing</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations, including Makaton, Widgets</li> </ul>	<p><u>Short Term</u> – ensuring that pupils with disabilities receive provision that supports their learning and access to the curriculum</p> <p><u>Medium Term</u> – ensuring that staff have access to CPD that relates to quality first teaching and providing adaptations to suit the needs of all learners.</p>	<p>Monitoring of lessons to ensure that the provision provided aims to remove barriers to learning for pupils with disabilities.</p> <p>Monitoring of staff training records and self-evaluation records.</p>	<p>SENCo</p>	<p>ongoing</p>	<p>Termly report to review progress.</p> <p>Pupil engagement and involvement within lessons.</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Sir Edmund Hillary Academy's Governing Body.

#### **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	SEH is a one storey building. There are three sets of steps in the middle of the building linking the hall to Key Stage 1/Early Years.	<p>Ensure steps are maintained.</p> <p>Ensure emergency access routes which avoid steps are known and visible.</p>	Site manager / all staff	Ongoing
Corridor access	All corridors are accessible except Lower Key stage two classrooms and suitable (in both width and complexity) for people requiring the use of walking aids or wheelchairs.	<p>Ensure updates/upgrades within corridors do not block routes or impede travel along corridors.</p> <p>Lockers to be removed as part of refurb to support disabled access</p>	All staff	Ongoing
Lifts	There are three lifts to support disabled access along the main corridor to the hall	The lifts are part of the maintenance contact every 6 months	Site manager	ongoing
Parking bays	There are two disabled bays at the front of school	New signs to be placed on wall	Site manager	Feb 2025
Entrances	There are four main entrances for parents and children into the school site which do not include the use of steps (one at reception, near Foundation stage , one at the rear of school and next to reception on to playground )	Site manager makes daily checks to ensure there are no problems or restrictions with school entrances.	Site manager	Ongoing



Ramps	<p>Additionally, there are numerous other entrances (including directly into classes) where steps are required. Where pupils are known to require the use of a wheelchair, ramps are in place.</p> <p>Where steps are required to access the site, ramps are available they are fitted with handrails and painted yellow</p>	<p>Site manager and school staff to ensure ramps remain fit for purpose and in good working order.</p> <p>Site manager and school business manager to ensure all staff are trained in using ramps before being required to do so.</p>	Headteacher, site manager, all staff	Ongoing
Toilets	<p>There are three disabled toilets in school, one in nursery, one in foundation stage and one in the main corridor.</p> <p>Two of these have changing tables to support changing disabled pupils.</p>	<p>Site manager</p> <p>Site Manager</p>	<p>Ongoing</p> <p>Ongoing</p>	
Reception area	<p>Reception area is accessible and has no steps</p> <p>Equipment and interaction facilities within the reception area are accessible.</p> <p>Paths to the reception area are accessible.</p>	<p>The electronic door is in need of repair ( checked November 24)</p> <p>Ensure any changes/updates to the reception area are considerate of accessibility and do not impede or restrict use for all.</p> <p>Ensure paths to reception area are well maintained, clear and accessible, including in the event of extreme weather.</p>	Site manager, school business manager	Ongoing
Internal signage	All internal signage is clear and regularly monitored. All fire exits are clearly signposted	Health and safety lead monitors signage in conjunction with the site manager.	Health and safety lead Site manager	ongoing

Emergency escape routes	Regular fire alarm testing to ensure all children can exit the building promptly and without obstacle. Risk assessments and PEEPS are in place for those children for whom emergency exit of building poses a barrier.	SENDCO to monitor those children with live risk assessments and PEEPS and communicate to teachers.	Site manager SENDCO Teachers	ongoing
-------------------------	--	--	------------------------------------	---------

## Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER	TIPS
<input type="checkbox"/> Your accessibility plan must set out how your academy aims to: <ul style="list-style-type: none"> <li>• Increase the extent to which disabled pupils can participate in the curriculum</li> <li>• Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</li> <li>• Improve the availability of accessible information to disabled pupils</li> </ul>	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> <li>• Are all the shelves in the library accessible to all?</li> <li>• Is there adequate lighting in all areas?</li> <li>• Is information provided in large print, Braille, etc.?</li> <li>• Do the curriculum and resources include examples of people with disabilities?</li> </ul>
<input type="checkbox"/> Policy introduction	<p>What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?</p>

<input type="checkbox"/> Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	<p>This section of the policy could include:</p> <ul style="list-style-type: none"> <li>• Targets</li> <li>• The strategies you will employ to meet these targets</li> <li>• Timescales</li> <li>• Who is responsible for particular targets/strategies</li> <li>• Success criteria</li> </ul>
<input type="checkbox"/> Monitoring and evaluating the plan	<p>When was the plan approved? When will it be reviewed? By whom?</p>