Hartshill Academy
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Part of United Learning

Accessibility Plan

REVIEWED BY: Lorraine Taylor

DATE REVIEWED: Autumn Term 2026

DATE OF NEXT REVIEW: Autumn Term 2027

Hartshill Academy Accessibility Plan

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting pupils with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

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 school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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

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. This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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, the provision of auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action Plan

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

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan 2026-2027
Section 1: How does the school deliver the curriculum? (Educational Provision)

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Timescale
Aim: Increase access to the **curriculum** for pupils with a disability	Each pupil 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.	To ensure all pupils with a disability can access the curriculum by empowering them to have a voice in the best way for them to do this	To review access plans twice per year	SENDCO	Autumn 2 Summer 2 each year
	There is full disclosure of information between all schools at times of transition. The SENCO or RSL supports guided choices meetings in	Good communication and early identification ensure an appropriate curriculum pathway can be planned for pupils with disabilities	To ensure the SENCO is scheduled into all guided choices meetings for pupils with disabilities	SENDCO	Spring 2 each year

	Y9 to provide extra support for pupils with a disability.				
	Pupils with ongoing medical needs can be supported on "Blended learning" packages ensuring consistent access to education at home, in hospital or at school.	Every pupil can access education, even if they are unable to be physically in the building.		SENDCO	Ongoing
	Timetables will be written to best support the needs of disabled pupils.	Reasonable adjustments will be made to ensure every pupil can follow an appropriate pathway through the curriculum	Pupils on bespoke timetables will be monitored regularly, usually through the PEEP process and where appropriate a reduced timetable.	SENDCO	Ongoing
	All pupils have access to a full range of pastoral support, including School Counselor, Head of Year, and HART Coach	To ensure pupils with disabilities have the same opportunities for pastoral support as their peers to ensure their personal wellbeing	Head of Year to 'check in' with pupils with disabilities each term to ensure they feel supported	Head of Year	Ongoing

Improve and maintain access to the physical environment	The new building has been designed to meet the accessibility needs of all pupils including spacious corridors, accessible lift, a wet room and accessible desks in classrooms.	To ensure all the school and community users of the facilities can fully utilise the equipment and building.	To review the physical environment in relation to accessibility, use on at least an annual basis. The whole site is not yet fully accessible due to the current demolition work.	Business Manager	Summer Term each year
Improve the delivery of **written information** to pupils	All homework is recorded electronically for pupils. Pupils without computer access at home can access the chrome books at break and lunch in Sparx club or in the library until 4pm for independent study.	Every pupil can access homework.	The quality of homework being set needs to be monitored by subject leaders and senior leaders to ensure it is accessible for all pupils. The Homework policy is in place, and homework plans from non-core subjects need to be reviewed before being implemented.	Assistant Principal – Teaching and Learning	Ongoing

	Visually impaired pupils are informed verbally of relevant information and that information is provided in a reasonable format or equipment is provided to enable pupils to read information.	Pupils with a visual impairment are not disadvantaged against their peers	SENCO to quality assure	SENDCO	Termly
	Pupils have access to a range of IT tools such as Reading Pens that support access to written information. English homework is set on Sparx Reader to support pupils in developing their reading and comprehension skills.	IT is used strategically to support pupils with SEN/disabilities to access written information All pupils in Years 7-9 read independently through their English homework	SENCO to continue to research new technologies so that best provision, within budget constraints, can be secured for pupils with SEND	SENDCO	Termly

Section 2: Is the school designed to meet the needs of all pupils? (Physical Environment)

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Timescale
Movement between floors	There are 3 floors in the main building. All floors are accessible to pupils with limited mobility such as wheelchair or crutches, via the lift.	Pupils with medical evidence of need have completed a PEEP and can access the lift to move between floors. Staff with medical evidence of need have completed a PEEP and can access the lift to move between floors.	PEEPs completed when there is medical evidence of needs. Process for accessing the lift key is in place to ensure efficient movement between floors for those who need access	Business Manager for staff and Head of Year for pupils	Ongoing
Corridors	Corridors are wide and well lit	Pupils with medical evidence of need have completed a PEEP and leave early passes can be considered to minimise moving through the corridors with our pupils.	PEEPs completed when there is medical evidence of needs.	Business Manager for staff and Head of Year for pupils and SENDCO as needed	Ongoing

		Staff with medical evidence of need have completed a PEEP and movement around the corridors is considered in this meeting.			
Parking Bays	There are accessible parking bays in the new car park	None Required	PEEPs completed when there is medical evidence of needs.	Business Manager for staff and Head of Year for pupils and SENDCO as needed	Ongoing
Entrances	All external entrances to the buildings are designed for wheelchair access, all have low level push button for access.	Quality assure that current provision remains operational	PEEPs completed when there is medical evidence of needs.	Business Manager for staff and Head of Year for pupils and SENDCO as needed	Ongoing
Ramps	There is ramp access to the school from the car park	Ensure access to the school site from transport is considered in the PEEP	PEEPs completed when there is medical evidence of needs.	Business Manager for staff and Head of Year for pupils and SENDCO as needed	Ongoing

Toilets	Accessible toilet on each floor for pupils. Accessible toilet on each floor for staff. There is a hygiene room on the ground floor.	Ensure access to the accessible toilet is considered in the PEEP	PEEPs completed when there is medical evidence of needs.	Business Manager for staff and Head of Year for pupils and SENDCO as needed	Ongoing
Reception Area	Reception is designed for accessible use for pupils or adults such as push button for exit, low level reception desk and hearing loop	Ensure access to the site is considered in the PEEP	PEEPs completed when there is medical evidence of needs.	Business Manager for staff and Head of Year for pupils and SENDCO as needed	Ongoing
Emergency escape routes	There is an emergency evacuation plan in place, reviewed annually, which includes the provision for any pupils/staff with restricted mobility All escape routes are suitable for accessibility.	Review emergency evacuation plan termly. Ensure emergency escape routes are considered in the PEEP	PEEPs completed when there is medical evidence of needs.	Business Manager for staff and Head of Year for pupils and SENDCO as needed	Ongoing

4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCO and Health and Safety lead.