



**CUCKOO HALL
ACADEMIES TRUST**

Accessibility Plan

Heron Hall Academy

December 2016

ChatPol / HHA / 0033 / 1612a

Heron Hall Academy Accessibility Plan

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out the Heron Hall Academy's proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

We also recognise our responsibilities towards disabled staff and we will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with:

- senior management team
- parents of any pupils involved
- staff
- governors

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

"a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Heron Hall Academy Accessibility Plan

In line with our equalities policy, these plans aim to address:-

- a) the extent to which disabled pupils can participate in the curriculum
- b) improving physical access
- c) improving the accessibility of information.

a) the extent to which disabled pupils can participate in the curriculum						
Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
To ensure CPD of staff / relevant training	SEN training External & In house Staff meetings e.g. Speech & Language. Fine Motor skills development Social Skills Behaviour (S&E) Communication packages	CPD for SENCoS and appropriate TAs (S&E development training Fine Motor skills work Life skills support) External Specialists	All Staff feel more confident working with SEN children	SENCo	Ongoing	Progress evident in identified area of need. Relevant data for children's progress entered on target Tracker and analysed.
Staff Training in the implementation of specific strategies for students across the curriculum and review of provision maps.	SENCo to deliver training to teaching staff Drop ins to support teachers in teaching their SEN students Monitoring of outcomes for	Training sessions delivered by SENCo. Possible resource implications where gaps identified or specialised equipment needed to meet the needs of students	Provision clearly identified and mapped on Provision Map for SEND students	SENCo Deputy Head (Monitoring Provision)	Ongoing Provision Map software introduced January 2017	Reviews are conducted every yearly for statutory purposes. Termly Academic reviews of pupil progress Provision maps updated by SENCo

	students					SEN register updated termly Teachers are confident in their knowledge and use of strategies for interventions
To raise awareness of communication needs (Speech and Language)	Students with communication needs identified on SEN register. Interventions for students planned and monitored Look at Speech and Language provision across the Trust	SENCo to implement training at INSET and across year. Use of ESP speech and language therapist	Staff will be confident working with children with SaLT, ASD and any other additional communication needs	SENCo Speech and Language therapist (Enfield)	Ongoing	Wider understanding of communication need across the school Use of SaLT
To implement and maintain a monitoring system to support pupils with a disability	Monitor patterns of attendance of children on SEN register Record, monitor and analyse pupil achievement Discuss students at SLT meetings on a regular basis	SENCo working alongside the EWO and safeguarding team.	A report of SEN progress, attainment and attendance Minutes of LABs meetings Minutes of TA meetings Minutes of SLT meeting	Educational Welfare Officer SLT Safeguarding Team	Regular reviews	Improved attendance and outcomes for the identified children Students making same levels of progress as other groups in their cohort.
To ensure appropriate provision for children with hearing loss	Visits from Haringey Deaf and Hearing support to meet with SENCo and students. Research Additional provision resources	Possible resources needed to allow accessibility to curriculum	Raised of awareness of provision and ensure access for students to the curriculum and learning	SENCo Haringey Deaf and Hearing Support Team	Ongoing	Children with hearing loss are identified and their needs are understood and appropriate intervention is implemented

	or training where appropriate					
To develop appropriate provision for children with impaired vision	To develop a similar level of support which mirrors strategy for children with hearing loss for students with impaired vision	Cost of setting and purchasing external support for vision impairment Possible resources needed to allow accessibility to curriculum	Raised of awareness of provision and ensure access for students to the curriculum and learning	SENCo	Ongoing	Children with impaired vision are identified and their needs are understood and appropriate intervention is implemented
To offer a range of interventions which meet the needs of the children to ensure that all pupils feel supported and included within the school	Training to teachers to build awareness of groups and needs Students placed on the inclusion register and raised at LABs where necessary to provide emotional support through learning mentors or counselling	SENCO EP TA time to offer training to staff	Wider awareness of needs and ways to support children across the whole life of the academy	Teachers SENCO EP External Support Agencies Counselling Services	Ongoing	Wider understanding of children's needs and strategies or interventions are implemented and embedded across the academy
To ensure that classrooms are SEND and accessible for all students friendly and are organised to promote the participation and independence of all pupils	Training to class teachers to build awareness if physical adaptation to teaching spaces required. Appropriate resources are identified and purchased where necessary	Costs of resources and adaptations to environment where necessary.	Awareness of varying needs Understanding of how to adapt classrooms to be more inclusive Monitoring of classrooms to ensure that support and access to curriculum is appropriate for all students	SENCo Class teachers Teaching Assistants	Ongoing	Practices and strategies are implemented across the whole academy to ensure participation and independence of all learners

To differentiate Schemes of Work and resources in order to ensure accessibility to learning for all students	<p>Provide INSET for all staff on differentiation of the curriculum as required to ensure all pupils within each lesson are able to access the lesson content</p> <p>Subject Leaders to work with class teachers to ensure that all lessons are accessible to all pupils</p> <p>Teaching staff to liaise with Teaching assistants prior to each lesson so that support is fully utilised</p>	<p>Production of differentiated materials</p> <p>Use of specialist services to ensure student needs are met through a variety of teaching strategies and resources</p>	<p>Schemes of work are written so that differentiation is built into the learning</p> <p>Each subject area will provide suitable resources appropriate to each curriculum area</p>	<p>SLT</p> <p>SENCo</p> <p>Subject Leads</p> <p>Teaching Staff</p> <p>Teaching Assistants</p>	Ongoing	All lessons are accessible for all learners and their needs
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b) improving physical access

Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
Keep corridors clear from obstruction	<p>SLT environment check to identify obstructions</p> <p>Premises Team daily observations & weekly checks.</p> <p>H&S meetings and feedback to staff</p>	Part of weekly H&S checks carried out by site team.	For all corridors to be free from obstruction	Premises / SLT	immediate and ongoing	Clear access
To provide both Access and Disabled toilets and wash rooms for staff	Building is fully DDA compliant within required framework	None – new build is DDA compliant	Multiple Access and Disabled Toilet and washroom facilities available	Premises	Immediate	Toilet and washroom in place.

and students						
To provide appropriate access to all users	Ensure building remains DDA compliant where possible	None – new build is DDA compliant.	Student and Staff Access all areas of the school where desirable	SENCo	Immediate	Students and staff can access all necessary and appropriate areas.
To ensure all pupils have full access to trips and extra-curricular activities	Trip Leader or SENCo to consider or to visit where appropriate prior to booking to ensure accessibility Clear risk assessment and risk assessments sought from venues. Plan trip ensuring access to vehicle suitable for students with disabilities. liaise with parent / carers	Student's preparation session with appropriate TA or SENCo before the trip. Adequate support for the student whilst on the trip	Students with Accessibility needs are able to take part in all extra-curricular activities and trips where appropriate To have a central register of companies with vehicles suitable for students with disabilities.	Class Teachers and TA's	Ongoing	Inclusive travel for all students with accessibility needs.

c) improving the accessibility of information.

Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
To ensure staff are aware of the range of equipment and resources available	Audit of current resources available Training provided for appropriate staff	CPD training costs	Staff will be more knowledgeable about how to match equipment / resources to a variety of needs. increased opportunity for pupils to improve learning	SENCo	Ongoing	Regular and systematic use of resources to meet the needs of the learners according to the curriculum requirements

To review all policies and their potential impact on people with accessibility needs people	Devise a rolling programme of review beginning with policies which have most relevance	As part of Governance manager's responsibility in ongoing review of all policies.	DDA awareness shown in school policy	SLT	Ongoing process managed by Governance Manager	All highly relevant policies reviewed within the 2 years time span and impact identified – amendment made.
To improve the Academy Web site functions	Incorporate tools enlarge text Voice sounds for key tabs	IT technicians or staff time to keep website up to date and ensure compatibility with upgraded software Software licenses	Improved readability and manageability of web pages Increased use of the Academy website	IT Central Services Team	Ongoing upgrade and revision of CHAT websites.	More users to access Academy Web site
Increase learning opportunities in all subjects.	Additional staff training for TAs in application and use of symbols and non verbal signalling in all subjects. Support in the form of observations to support developing TAs to support students in their learning	CPD Training costs	Extended use of visual resources and use of IT in all curriculum areas.	SENCo and TA's	Ongoing	Assessment / observations demonstrates improved levels of progress in all subjects
To provide written materials in alternative formats as requested	Provide school documents with the wording "If you require a large print copy of this document please contact the school" Discuss with parents how to best ensure we continue our support	Reproducing documents in alternative formats Possible training for support staff	More parent and student involvement with the Academy	SENCo Administrative Staff	Ongoing	Improved communication with students and parents with Accessibility needs