

Hummersknott Academy Trust



K - Accessibility Plan

Review Date: November 2023

Adopted/V1	V2	V3	V4	V5	V6	V7	
Dec 2015	Dec 2016	Nov 2017	Nov 2018	Nov 2019	July 2021	Dec 2022	

Hummersknott Academy Trust is an inclusive Trust and we are privileged to have modern purpose-built facilities in which to work. The accessibility plan supports our Equality, Diversity and Community Cohesion Policy by ensuring students can access all aspects of the buildings and are fully included in the life of the Academies.

Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy applies to all Academies equally.

Legal Framework

The Equality Act 2010 makes it unlawful to discriminate against pupils, students, staff and other stakeholders with a disability. The Act brings together several different equality laws, including the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 1995.

Legislation places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to their facilities and services for any stakeholder with a disability, whether the stakeholder is a pupil, a student, a member of staff, a parent, a carer or any other visitor, without waiting until the adjustment is actually needed.

The Board of Directors is committed to fair and equal treatment for all individuals whether able-bodied or disabled and, on an on-going basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to provide access for all.

Aim of the plan

The aim of the Accessibility Plan is to ensure that Hummersknott Academy Trust continues to work towards increasing the accessibility of provision for all pupils, students, staff, parents, carers and visitors. The Accessibility Plan will contain relevant actions to:-

- Improve access to the **physical environment** of the buildings, adding specialist facilities as necessary. This covers improvements to the physical environment of the buildings and physical aids to access education.
- Increase access to the **curriculum** for pupils and students with a disability, expanding the curriculum as necessary to ensure that pupils and students with a disability are as equally prepared for life as are the able-bodied pupils and students. This covers teaching and learning and the wider curriculum such as participation in after-school clubs, leisure and cultural activities, and visits off-site. It also covers the provision of specialist **aids and equipment**, which may assist pupils and students in accessing the curriculum.
- Improve the provision of **written and electronic information** to pupils, students, staff, parents, carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and Information about the Academies and events held within them. The information will be made available in various preferred formats when requested.
- An action plan is attached relating to these key aspects of accessibility and show how the Trust will address the priorities identified. The action plan will be reviewed and, if necessary, adapted on an annual basis. A new plan will be drawn up every three years.

The Equality Act 2010 states:-

“A person has a disability if he (she) has a physical or mental impairment that has a substantial and long-term negative effect on his (her) ability to do normal daily activities.”

A disabled person may have difficulties in relation to one or more of the following:-

Mobility

Physical co-ordination

Manual dexterity

Continence

Ability to lift, carry or move everyday objects

Speech, hearing, eyesight

Memory or ability to learn, or to understand the risk of physical danger

Certain health conditions, e.g. cancer, muscular dystrophy, degenerative conditions, diagnosed eating disorders, disfigurement.

Hummersknott Academy Trust recognises its duty not to discriminate against pupils or students with a disability and also the need to make reasonable adjustments to ensure pupils and students with a disability can play a full part in the social and academic life of their respective Academy.

Involvement of disabled people in developing relevant Academy documentation

It is our intention to consult with all stakeholders (pupils, students, parents, carers, regular visitors to the Academies, etc.) with disabilities to assist in the development of relevant documentation by taking account of their views when making reasonable adjustments. The consultation process will be on-going and an integral part of revising existing policies and guidelines and adding new ones, if necessary.

In addition, as part of our public sector equality duty, we intend to consult with external voluntary organisations, where appropriate, in order to further inform the action points in our Accessibility Plan.

The Accessibility Plan will be available to all stakeholders and the progress made in relation to it will be reported on at the same time there are reports about the Equality, Diversity and Community Cohesion Policy, and the Equality and Diversity Information and Objectives.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the Board of Directors. The plan will be fully revised every three years.

Accessibility Action Plan

Target - Increase the extent to which pupils and students with a disability can fully participate in each academy's curriculum and wider educational and social activities.					
Action	Strategy	Time Frame	Resources	Personnel responsible	Outcome
All teaching and non-teaching staff are aware of the particular needs of all pupils and students with additional needs	Training for all staff when appropriate and necessary	As required but at least annually	Staff time	SENDCO	All staff aware of needs of our students/ Pupils and can ensure accessibility as a result
All out-of-school activities are planned to allow for the participation of all pupils and students	Ensure trip documentation and risk assessments consider access for individuals with disabilities	Ongoing	Staff time	SENDCO/Trip organiser	All pupils and students are fully able to participate in extra-curricular activities
All new building work takes account of each academy's disability equality duty and the need to ensure that all areas of each academy are fully accessible	Ensure all work complies with the equality duty and current legislation	Ongoing	All staff and the construction company	Director of Facilities	All areas of each academy are fully accessible and contribute to the goal of inclusion as required by the Trust
All arrangements, facilities and equipment designed to increase the extent to which pupils and students with a disability can fully participate in each academy's curriculum are regularly assessed	Where reasonably possible, ensure all arrangements, facilities and equipment lead to the complete inclusion of pupils and students with disabilities	Ongoing	All staff	All staff	All areas of each academy are fully accessible and contribute to the goal of inclusion as required by the Trust
All management of student/pupil behaviour policies and procedures reflect the Trust goal to increase participation in the curriculum for all and make clear reasonable adjustments where appropriate and necessary	At each review of the policy and procedure ensure it reflects the Trust's vision and values and takes account of diversity and equality	Ongoing	Staff time	Deputy Head/Vice Principal	Behaviour management reflects the vision and values of the Trust and improves participation and inclusion