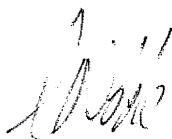


Accessibility Plan for Havant Academy

Adopted: 18/07/2023
Review Due: 18/07/2026

Signed



Headteacher C Noble

Signed



Chair of Governors

At Havant Academy we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

We are committed to providing a school that can be accessed and used to the greatest extent possible by everyone, including pupils and parents, regardless of their ability or disability. When reviewing or redesigning our school environment (e.g. building, technology, information, communication, activities) we will consider any adjustments that may be required. 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.

The definition of disability is set out in the Equality Act 2010 as:

'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

The aims of our Accessibility Plan are:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided by the school.
- To improve the accessibility of written information.

This Accessibility Plan has been drawn up in conjunction with staff and governors of the school and will advise other school documents. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. The Accessibility Plan will be updated annually to reflect development that has taken place. At the end of the three year cycle, a further review will take place in order to inform the development of a new Accessibility Plan, which will run for a further period of three years.

Our Accessibility Plan shows how we are planning for access to be improved for disabled pupils, staff and visitors to the school in a given time frame. This relates to the key areas of physical environment, curriculum and written information. Wherever possible and practicable, adjustments will be considered in advance and efforts will be made to anticipate these. Where something the school does could place a person with a disability at a substantial disadvantage compared to a person without a disability, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing barriers, physical or otherwise.

The Accessibility Plan will contain relevant and timely actions to:

a) Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as other pupils. This includes teaching and learning as well as the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment wherever possible, which may assist pupils in accessing the curriculum;

b) Improve access to the physical environment of the school by adding specialist resources, adaptations and facilities e.g. slopes, additional handrails, blinds, as well as considering the accessibility of any new work or facility;

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include the presentation of curriculum resources, timetables, textbooks and other information about the school and school events. This may be through the use of technology or adjusting font size and the colour of paper. This also applies to information available to parents and visitors to the school.

We recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010. This will be achieved through staff training opportunities.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan
- School Brochure/ Prospectus and Vision Statement

An Accessibility Audit in relation to the physical accessibility of the school was undertaken on 13/03/2022 and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Equality Impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school's website.

The Accessibility Plan will be monitored through the Governing Body Meetings

The school will work in partnership with The Kemnal Academies Trust in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Roles and responsibilities in relation to this policy area as follows:

Head Teacher: Craig Noble

Designated member of staff: Natasha Pinwill

Business Manager: Michelle Grainger

Site Manager: Michelle Anderson

Governor Responsible: Debbie Hick

What we currently have in place to make our school accessible

1. Increasing access to the school curriculum for pupils with disabilities

Students are able to access the full curriculum at Havant Academy, with adaptations made to the PE, Dance and Drama curriculums in consultation with parents/carers and staff, and other relevant professionals, such as Occupational Therapists and Physiotherapists.

Core subjects are taught in areas that ensure that students who have limited mobility and/or are wheelchair users able to access the learning environments.

Adaptations are made to the curriculums in each subject to ensure that students with moderate visual impairment can access resources.

2. Improving access to the physical environment of the school

■ Havant Academy Accessibility Audit 13032022.pdf

3. Improving the delivery of information to those with disabilities.

Materials are made available on the Google Classroom so that stakeholders are able to use accessibility software such as text to speech to ensure that they are able to access resources.

Our Plan to increase accessibility 2023 - 2026

Over the next three years we plan to make the following changes:

1. Increasing the extent to which pupils with disabilities can participate in the curriculum

Target	Outcomes	Who is responsible	By when	Date completed
Improve accessibility to Forest School	Greater inclusion for those with limited mobility	Business Manager	2024	
Increased use of Assistive Technologies to support those with visual and hearing impairment	Students with visual and hearing impairment are able to access materials and learning with greater ease	Inclusion	2024	

2. Improving access to the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services

Target	Outcomes	Who is responsible	By when	Date completed
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Improve accessibility to Forest School	Greater inclusion for those with limited mobility	Business Manager	2024	
Addition of ramps to support wheelchair users and those with limited mobility to access the environment	Improved accessibility to the Academy environment	Business Manager and Site Team	2024	
Implement maintenance to recalibrate shingles on doors	Allow students to move freely through the Academy	Business Manager and Site Team	2025	

3. Improving the availability of information to disabled pupils and parents

Target	Outcomes	Who is responsible	By when	Date completed
Provide Academy parent and carer information via Assistive Technologies	Students and parents are able to access information with greater ease	Business Manager	2024	
Provide portable induction loop by Reception	Students and parents/carers are able to communicate clearly with staff	Business Manager	2025	