

**Accessibility Plan
Sandy Hill Academy
2016-2017**

Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of Sandy Hill Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

Increase the extent to which pupils with disabilities can participate in the school curriculum.

Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.

Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

The parents/carers of pupils

The headteacher and other relevant members of staff Governors

External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Headteacher Date: 19.11.16

Hub Councillor Date: 19.11.16

Next review date Sept 2017

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Is your educational setting compliant with the Equality Act 2010?

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Staff unaware of Equality Act 2010	All Staff need to be aware and consider the Equality Act 2010. Email staff they key points and summary.	KE	Discussed in staff meeting and sent to all staff 3.11.16	Staff will be aware of the Equality Act	Send email annually and to new members of staff.
Medium Term						
Long Term						

Is your setting physically accessible?

	Issue	What	Who	When	Outcome Criteria	Review
Short Term						
Medium Term	To have a calm sensory area that is accessible to children	Recreate a 'Thrive' sensory area	KE/LB/SC	As soon as an area has been identified.	To have a calming sensory area that can be accessed by all children when needed.	Sept 2017.
Long Term	Emergency and evacuation systems accessible to all	Alarms to have both visual and auditory components	HB to discuss for new development during consultations	As soon as plans have been agreed for new development	New part of building will have both elements-then to be considered for current part of building	Sept 2018

Is your setting inclusive?

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	To ensure all trips are accessible for all children	KE/ LB /HB	As and when trips are planned careful consideration is put in place to ensure all are included and correct procedures and risk assessments are put into place.	All children to have out of school learning experiences.	Termly

Medium Term						
Long Term						

Is the curriculum inclusive?

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Do you ensure that homework is accessible to all	Putting homework online to be accessed as well as hard copies and to include interactive games and activities.	Discussion with Class teachers	Autumn	Homework to be more accessible by all.	Spring 2017
Medium Term						
Long Term						

How accessible is information, advice and guidance?

	Issue	What	Who	When	Outcome Criteria	Review
Short Term						
Medium Term	Is information available in a variety of languages?	Office to be able to provide information in different languages if required.	Office staff to enquire with interpreter	Sept 2017	Office staff to be able to provide all information booklets in desired language if required	Spring 2017
Long Term	Are there tactile signs and information for those	Consider for new development	HB to discuss at consultations	Summer 2016	New signs to be created with tactile element	Sept 2018

	with impaired vision?					
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Other

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Ensure there is a PEEP plan in place	HB to train fire warden and devise means of escape	Sept 2016	PEEP created, practiced and in place	Termly
Medium Term						
Long Term						