



The Hundred of Hoo Academy Primary Phase

Accessibility Plan



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Revisions	
Principal	Mr M. Etheridge
Governor	Dr Alan Le Grys



Primary Phase Accessibility Plan

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Introduction

The Hundred of Hoo Academy is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion support and awareness throughout the Academy.

The academy recognises its duty to comply with all disability and equal opportunities legislation:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and co-curricular activities
- Not to treat disabled students less favourably
- To take all reasonable steps to avoid putting students with disabilities at a substantial disadvantage
- To publish an Accessibility Plan

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”). The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. The School Accessibility Plan contains relevant actions that meet the requirements of the Equality Act to:

- Increase access to the curriculum for students with a disability, modifying the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students
- Improve and maintain access to the physical environment of the academy, adding more specialist facilities as necessary – the Academy will take into account the needs of students, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements
- Improve where necessary the delivery of written information to students, staff, parents and visitors with disabilities.

Access for disabled pupils to the curriculum

- There are no barriers for access to the whole curriculum for disabled, sensory and visually impaired pupils
- Information is shared with all teaching staff as to how best to include all disabled, sensory and visually impaired pupils in the classroom environment
- In Physical Education individual programmes are designed according to the needs of the students. Hearing impaired and visually impaired pupils are seated in classrooms in accordance with medical advice
- All trips/visits are adapted in response to pupils’ circumstances



- Pupils with other forms of disability e.g. dyslexia or dyspraxia are supported by the agencies and TAs as appropriate
- The Academy is committed to putting in place appropriate provision to match the learning needs of all pupils with SEN status, to enable them to access all levels of the curriculum · Any necessary support and provision identified at transition phase is implemented as soon as pupils with SEN join the school
- This provision is reviewed at least three times a year at In-School Review meetings and during Learning Support Plan reviews; they adapted where appropriate
- All the needs of pupils with SEN status and subsequent appropriate provision are communicated to staff on the SEN register; changes to the SEN register are communicated immediately
- Activities and school trips are available to all pupils
- All trips/visits are adapted in response to pupil circumstances
- Risk assessments are carried out and procedures are put in place to enable all children to participate
- The needs of all pupils with SEN status are discussed with the SENCO prior to a trip or activity taking place
- Where appropriate 1:1 support is put in place to enable a pupil with SEN status to take part in a trip

Access to the physical environment

- Reasonable adjustments are made in the application of policies to ensure disabled students parents and visitors to the academy are not treated unfavourably
- All classrooms are accessible to all pupils
- Toilet provision throughout the academy is adequate
- Safe routes via lifts exist on the site
- Emergency evacuation routes have been identified and procedures implemented
- The Primary phase has been built to accommodate the needs of disabled visitors to the academy
- Disabled pupils are issued with additional electronic equipment as required to encourage independence and allow them to fully access the curriculum
- Disabled pupils in the academy who have an Educational Health and Care Plan have their individual physical needs formally assessed on an annual basis at the ECHP review. The SEN team have very positive relationships with the parents and carers of the disabled pupils in the Academy setting; parents and carers of these pupils can contact the SEN team directly by email or telephone.

Written information

The Hundred of Hoo Academy is committed to improving the delivery of information which is provided in writing to students, parents and visitors to the Academy

- The SEN Department are able to provide overlays and coloured paper for students who have been diagnosed with Irlen Syndrome or dyslexia. Technology is utilised where possible through students' 1:1 devices e.g. Read&Write toolbar
- Dyslexic pupils will be offered appropriate support strategies to enable them to access all written information both in class and in examination situations



- Students who have difficulties in presenting work that is legible are supported to improve their handwriting

***Please note that information in this Accessibility Plan is subject to change due to circumstances beyond the Academy's control
We will endeavour to update any changes in an appropriate.***