



# Hammersmith Academy

## Accessibility Plan

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<b>Approved by</b>	Curriculum Committee
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<b>Policy Holders</b>	Assistant Head – Teaching and Learning /Director of Finance and Resources

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## Aims of the Accessibility Plan

This plan outlines how Hammersmith Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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 curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy.

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the academy and its pupils. The plan is also reviewed where the academy has undergone a refurbishment or if there is an exceptional case.

The Accessibility Plan reviews the following areas for all students, particularly those with a disability or disadvantage that may restrict access. There are three areas of focus: are:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the assessment, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

Accessibility measures will be implemented and reviewed throughout the year.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken will be personalised to each individual student where necessary.

## Academy Status: Curriculum

Curriculum Area	Accessibility measures in place	Accessibility Planning
<p>Access to the Curriculum</p>	<ul style="list-style-type: none"> <li>Student progress is monitored regularly with a focus on SEND and disadvantaged students, as well as on an individual basis, through meetings with the SENCO, Curriculum Leaders and Class Teachers.</li> <li>All disabled pupils attend all classroom &amp; workshop lessons. All teaching areas for these subjects can be reached by pupils with mobility problems.</li> <li>Hearing &amp; visual impaired children's needs are met as far as possible through the use of appropriate aids within the classroom, especially as some rooms do not have particularly good acoustics. Seating plans accommodate impairments, and 'phonac' system used by teachers for those with hearing impairments.</li> <li>Depending on the nature of physical disability pupils participate as fully as possible with LSAs providing support in the use of equipment (e.g. tools in DT workshop, science practicals).</li> </ul>	<ul style="list-style-type: none"> <li>To maintain a policy of working to ensure as full as possible access to the curriculum for disabled children.</li> <li>To extend the use of technology as it becomes available to enhance curriculum experience for disabled pupils.</li> </ul>
<p>Accessing Lessons</p>	<ul style="list-style-type: none"> <li>For those with limited access for PE, adaptations are made where possible. For example, modified equipment e.g., larger bats in rounders; modified roles/rules within games i.e. "golden student"; protected space to allow engagement for less mobile students; modified roles with the lesson i.e. coaches, umpires, analysis (use of iPads)</li> <li>Staff CPD to create awareness and support for all students: whole staff awareness of students with accessibility issues, Teaching and Learning CPD to support those with SEN needs to ensure access to the curriculum. TA agreements ensure there is a focus on</li> </ul>	

	<p>effectively enabling SEN students to access lessons with TA support.</p> <ul style="list-style-type: none"> <li>• For pupils absent on account of disability/treatment/hospitalisation provision for teachers to set &amp; mark work, Using Satchel One and Sharepoint.</li> <li>•</li> <li>• Learning Interventions are provided for some students to ensure they are able to access lessons, e.g. Literacy and Numeracy interventions</li> </ul>	
Extracurricular activities	<ul style="list-style-type: none"> <li>• No pupil barred from participation at some level except where health &amp; safety issues prevail</li> <li>• All students have access to the personal development and careers curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to encourage all students participate, monitor attendance using effective registration processes</li> </ul>
Wider “school curriculum”	<ul style="list-style-type: none"> <li>• School events - Disabled pupils provided with coach/minibus transport if required to ensure able to attend.</li> <li>• Access to certificates of academic excellence &amp; merit, Commendations, contributions to House events open to all in academy hall</li> <li>• Disabled pupils take part in school journeys with appropriate support.</li> <li>• School Lunches – disabled pupils integrated with their form group for lunch, LSA assistance when required</li> <li>• Break/social times - unless there are health &amp; safety issues disabled pupils go out on playground with other pupils</li> <li>• Social support and interventions provided on a case by case basis such as Lego Therapy, Academic mentoring</li> </ul>	

## Academy Status: Physical environment

Area of Academy	Accessibility Measures	Accessibility Planning
<b>The academy's main building</b>	<ul style="list-style-type: none"> <li>Two lifts were installed in 2011 to provide access to all floors</li> </ul>	Special attention is paid to lift maintenance, which ensures that access is available to pupils with accessibility needs at all times
<b>Corridors</b>	Rules & regulations (especially regulation number 4) regarding movement around the building to ease congestion and risk to vulnerable pupils. To ease the pressure the academy follows a one-way system in the corridors.	Corridor width in the corridors may restrict the movement of wheelchairs. Staff presence is ensured to support any vulnerable pupils. A student using a wheelchair or with a physical disability will be allowed to transition 5 minutes before the end of the lesson.
<b>Toilets</b>	<ul style="list-style-type: none"> <li>2 lavatories, on each floor situated next to each lift, with disabled access provided on all floors</li> </ul>	
<b>Classrooms</b>	<ul style="list-style-type: none"> <li>Access and suitability. Door width enables wheelchair access.</li> <li>The room size is 50 sqm with 28 students in each classroom.</li> </ul>	Height adjustable tables and chairs to be purchased if required.
<b>Ground floor &amp; theatre</b>	<ul style="list-style-type: none"> <li>Access via library lobby entrance allocated wheelchair space in the theatre.</li> <li>Access to backstage areas – props, etc</li> </ul>	
<b>Library</b>	<ul style="list-style-type: none"> <li>From lift to library corridor makes wheelchair access possible</li> </ul>	
<b>Playground</b>	<ul style="list-style-type: none"> <li>Large open area, with 280 students out at any one time at break time. It is well supervised. All surfaces are of the same level except for the raised planters</li> </ul>	Benches/landscaping on the far side of the playground to allow for easier access for vulnerable pupils.
<b>Fire safety</b>	<ul style="list-style-type: none"> <li>Pupils who cannot use stairs will have a PEEP and will be instructed to wait by a disabled refuge point, two situated on each floor until fire &amp;/or rescue service arrives if necessary site staff deployed to carry pupil downstairs.</li> </ul>	

## Academy Status: Access to Information

Information Access	Accessibility Measures	Accessibility Planning
Responses to requests for information	<ul style="list-style-type: none"> <li>Personal data is processed in strict accordance with the GDPR and Data Protection Act. Further information can be found in the Data Protection Policy</li> </ul>	
Information provided by the School: Students	<ul style="list-style-type: none"> <li>Annual student progress written reports from Tutors</li> <li>Progress reports sent to parents and students each module</li> <li>Parents Evenings; Meet Your Tutor; Revision Evenings for all students</li> <li>SEND review meetings with relevant outside agencies</li> <li>School website</li> <li>Contact information of staff shared</li> <li>Public information on Twitter and School Newsletter</li> <li>Parent meetings on a case-by-case basis</li> <li>Translators used when needed to support parents/students</li> </ul> <p>Use of SIMS and texts to communicate information to parents</p>	<ul style="list-style-type: none"> <li>Regular updates and maintenance conducted on the website to ensure access for all parties</li> </ul>

## Types of disabilities known to exist in the school community

- Mobility
- Visual impairment
- Auditory impairment
- Brittle bones
- Cerebral Palsy
- De-generative illnesses
- Arthritis
- Rheumatoid arthritis
- Cystic Fibrosis
- Sickle Cell
- Asthma
- Epilepsy
- Diabetes
- Ehlers Danlos Syndrome