



Introduction

At Hayesbrook Academy it is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the PRIDE values of Personal Excellence, Respect and Friendship, Inspiration, Determination and Courage, and Equity.

- This plan enables schools to ensure compliance with laws regarding opportunity for pupils/potential pupils
- It is reviewed every three years
- Hayesbrook Academy will comply with statutory requirements and guidance
- Individuals are responsible for their discriminatory actions
- The academy's liability extends beyond the life of the pupil at the school
- The spirit of the law is to make/consider reasonable adjustments
- The plan outlines Brook Learning Trust's duties around accessibility and how to deal with claims
- Guidance for creating each school's unique plan is given in the Appendix.

Background

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- A. He or she has a physical or mental impairment, and
- B. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect. Long term is defined as lasting, or likely to last, for at least twelve months.

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governors in conjunction with Leigh Academies Trust Executive are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The academy's liability not to discriminate, harass or victimise does not end when a pupil has left the academy, but relates also to events afterwards such as the provision of references, or former pupil networks.

1. Disability Discrimination Act

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- The definition of disability is less restrictive
- Direct discrimination can no longer be defended as justified
- Failure to make a reasonable adjustment can no longer be defended as justified

- We are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

2. Reasonable Adjustments

We aim to ensure that nothing we do as an academy places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage. When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.

Where an auxiliary aid is not provided under the SEN system (i.e. via an EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications. There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.

Our SEND policy defines what provision we make available including reasonable adjustments in our academy. We will consider what is reasonable in the context of our academy, given the circumstances of each individual case.

Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision e.g. hearing aids.

We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we reserve the right to deem these as unreasonable.

It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be reasonable. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably, but we would not cancel the trip because to do so would be detrimental to other pupils.

3. Our Vision

Our key priority and focus is to remove the barriers to learning in order to secure good and better progress and outcomes for all students no matter what their starting points or challenges. This is an academy that is committed to ensuring that children achieve well and are given every opportunity to develop a diverse range of skills and abilities that will serve them well in adult life.

Inclusion is the process of taking the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy school life.

4. Our Duty around Accessibility for Disabled Pupils

Our accessibility plan focuses on the following areas for implementation

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils.

Our plan also includes the resource implications of implementing the Plan.

Our approach includes an access audit and review (see appendix 1). The access audit goes on to:

- set goals and targets
- identify actions
- explain how the academy would consult on the proposed plan
- explain how the academy would publicise the plan
- explain how the academy would implement the plan
- explain how the academy would evaluate the effectiveness of the plan.

Our accessibility plan is outlined on the attached proforma at Appendix 1. Appendix 2 shows the Accessibility Audit Checklist - Physical Environment. Appendix 3 shows the Accessibility Audit Checklist – Curriculum & Materials.

5. Discrimination Claims

Claims for discrimination on the grounds of disability against our academy must be heard by the First Tier Tribunal (SENDIST) in England.

Such claims of discrimination or harassment which would be brought by a parent of a pupil against our academy, would be brought to the Tribunal by the parent. This must be brought within six months of the act to which the claim relates. Any remedy will not include compensation.

6. Monitoring and Evaluation

The named person in our school who is responsible for this plan is the Assistant Principal, Gill Ansell. The Principal Sebastian St John is responsible for ensuring that this Plan is implemented and to ensure that it is fair and equal to all.

It is the responsibility of all staff to monitor the success of this Plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access.

Our Accessibility Plan and any updates will be shared with Leigh Academies Trust. Progress reports are provided three times a year by the Estates Manager.

PLAN REVIEW AND RATIFICATION

Plan reviewed at least every 3 years and ratified by the Academy Council in the December following review

This review by SLT December 2019

Summary of amendments to this iteration:

1. Trust introduction amended
2. Previous BLT Directors are now referred to as Trustees
3. Local Governing Bodies are now referred to as Academy Councils
4. Governors are now referred to as Academy Councillors
5. Last line of Appendix 1 removed as not applicable to Hayesbrook Academy

Ratified by the Academy Council December 2019

Next review December 2022 at the latest

Appendix 1: Accessibility Plan
Academy: Hayesbrook Academy
Date: December 2019

	Goals/targets	Action	Timeframe	Evaluation
Short Term	Availability of written material in alternative formats.	Familiarisation with the services available through the LA for converting written information into alternative formats. If needed we can provide written information in alternative formats to meet the needs of individual students and visitors.	By April 2019	TBC
Medium term	To improve the ability of some teachers to differentiate the curriculum.	CPD to include training on differentiation.	Continuous programme of CPD.	Using academy quality assurance processes (see T and L policy appendix 4).
Long term	To assess the feasibility of installing disabled access to areas of the teaching blocks (Science, Graphics)	Pending the outcome of the feasibility study, options to be reviewed.	2019/20 academic year	TBC

Appendix 2: Accessibility Audit Checklist – Physical Environments**Academy: Hayesbrook Academy****Date: December 2019**

	Yes	No
1. Is there any car parking on site or in the vicinity?	✓	
2. Is there any designated parking for Disabled Parking Badge Holders?	✓	
(a) Does it comply with the standard size and layout <i>Dimensions are not compliant however this is compensated by the location and does not impede accessibility</i>	✓	
(b) How far is the designated parking from the main entrance approximately? (Should be no more than 50m)	30m	
(c) What is the surface of the car park? (gravel, tarmac, etc.)	Tarmac	
(d) Is the car park well lit?	✓	
3. Is there a bus stop in the vicinity? (within 50m)	✓	
4. Is the route to the main entrance clearly signed?	✓	
(a) Is the route suitable for wheelchair users?	✓	
(b) Are there dropped kerbs where necessary?	✓	
(c) Is this route suitably lit?	✓	
5. Is the main entrance level, ramped or stepped? <i>There is a slight stepover at entrance threshold</i>	✓	
(a) If stepped, are there handrails on both sides?	n/a	
(b) Are the nosings colour contrasted?	✓	
(c) Is there a tactile warning strip at the top?	n/a	
(d) What is the rise of the steps?	n/a	
(e) What is the going of the steps?	n/a	
(f) How many steps in a flight?	n/a	
(g) Is there a ramp alongside the steps?	n/a	
(h) What is the gradient of the ramp?	n/a	
(i) What is the length of the ramp?	n/a	
(j) Is there a level platform at the top of the ramp?	n/a	

6. Is the entrance door automatic or manual?	Manual	
7. Does at least one leaf give a minimum clear opening width of 800mm?	✓	
8. Is the door furniture at a reasonable height and colour contrasted from the frame? (1400mm from ground level)	✓	
(a) If there is a doorbell or entry system, is it at a reasonable height? (1200mm from ground level)	✓	
(b) Is the entrance mat of firm texture and flush with the floor?	✓	
(c) Is there a vision panel at wheelchair level?	✓	
9. Is at least part of the reception desk at a wheelchair accessible height?	✓	
(a) Is there a hearing induction loop or other amplifying device fitted in reception?		✓
(b) Is there any seating in the waiting area?	✓	
(c) If yes, is there a mix of seats with arms and seats without arms?		✓
(d) Is there space for a wheelchair user to wait?	✓	
10. Is all the ground floor accessible?	✓	
11. Is there a lift in the building? <i>Lift available in Bevan Building only</i>	✓	
What type of lift? (Please tick)		
(a) a full passenger lift?	✓	
(b) If a passenger lift does it comply with Part M (see Appendix B)	Yes	
(c) a platform stair lift?	n/a	
(d) a platform lift?	n/a	
12. Is the staircase suitable for ambulant disabled people (see Appendix C)	✓	
(a) What is the rise of each step?	150mm	
(b) What is the going of each step?		
(c) Are the nosing of each step colour contrasted?	✓	
(d) How many steps in each flight?	10	
(e) Are there any intermediate landings?	✓	
(f) Are the handrails continuous on both sides?	✓	
(g) Do the handrails extend 300mm past the top and bottom steps?	✓	
13. Do all internal doors give a minimum clear opening width of 750mm?	✓	
14. Is the door furniture at a reasonable height?	✓	

(a) Is there a vision panel at a wheelchair height? <i>Vision panels on the majority of doors</i>		✓
15. Are there any internal ramps in the building?		✓
(a) If yes, what are the gradients?	n/a	
(b) What are the lengths of the ramps?	n/a	
(c) Are handrails on the ramps	n/a	
16. Is there a wheelchair accessible WC cubicle?	✓	
(a) Does it comply with the minimum dimensions of 2000mm x 1500mm?	✓	
(b) Does it comply with the dimensions in BS 8300 2200mm x 1500mm	✓	
(c) Are the grab-rails colour contrasted from the background?	✓	✓
(d) Are the hand washing and drying facilities within easy reach of anyone sitting on the WC?	✓	✓
(e) Is there an emergency pull-cord that reaches down to the floor?		✓
17. Is there a textphone in the building?		✓
18. Is there a public telephone?		✓
(a) Is it at a reasonable height for wheelchair users? (card or coin slot 1200mm from floor level)	n/a	
(b) Does it have an acoustic hood?	n/a	
19. Is the main hall fitted with a hearing induction loop?		✓
20. If kitchen facilities are available are they at a wheelchair accessible height?		✓

Additional Comments: None

Appendix 3: Accessibility Audit Checklist – Curriculum & Materials**Academy: Hayesbrook Academy****Date: December 2019**

Section A - Curriculum	Yes	No
Do you ensure that teachers & teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organized for disabled pupils?		✓
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups & the whole class?	✓	
Are all pupils encouraged to take part in music & physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

Section B – Materials	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

Additional Comments: None