



Hope Academy

A joint Catholic & Church of England Academy

ACCESSIBILITY PLAN



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Reviewed and updated	March 2023	Approved by the Principal	<i>M Adams</i>

Staff responsible for SEND

- SENCO /SLT Mrs P. Hible Assistant Principal
- SEND Governor Fran McCaul

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INTRODUCTION

This plan is formed in line with legislation Equality Act 2010: [Schedule 10, Paragraph 3 and Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005](#) and the [SEND Code of Practice 2014](#)

The Plan is set in the context of:

- School's admission arrangements for pupils with SEN or disabilities
- Steps taken to prevent pupils with SEND from being treated less favourably than other pupils
- Access facilities for pupils with SEND

This plan sets out the proposals of the Governing Body of the school to increase access to education for SEND pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which SEND pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services;
- Improving the delivery to SEND pupils and their parents and carers of information which is provided in writing

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This document should also be considered in the light of the following Academy Policies

- Curriculum Policy
- Assessment and Reporting
- Admissions
- Behaviour for Learning
- Child Protection/Safeguarding
- Complaints
- Literacy
- Medical Treatment of pupils
- Numeracy
- Student Rewards
- SEND policy
- SEND Information Report

Definition

Many educationalists confuse the term as referring exclusively to those people with a physical disability and therefore focus entirely on physical access issues. The act defines disability as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial or long-term adverse affect on his or her ability to carry out normal day-to-day activities”.

Therefore accessibility plans must also consider all aspects of special educational need. The following statements are drawn from the Salamanca Statement UNESCO 1994.

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning.
- Education systems should be designed to take account of the diversity of children's unique characteristics, interests, abilities and learning needs.
- Students with special educational needs who gain a place at the academy must have access to a full curriculum, which should accommodate them within a child-centred pedagogy capable of meeting these needs.

STARTING POINTS

The purpose and direction of Hope Academy's plan: vision and values

Vision-Mission-Values

▪ ***Our Vision***

Serve one another through love

▪ ***Our Mission***

Working together to inspire excellence guided by Christian Values – 'Do to others as you would have them do to you.'

▪ ***Our Values***

RESPECT: 'Love your neighbour as yourself'

COURAGE: 'Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go.'

AMBITION: [Jesus said] "I am among you as the one who serves"

HOPE: 'I will put my hope in God'

Our Philosophy

All members of staff, in conjunction with the relevant authorities (Governing Body, Sponsor, Local Authority) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision) and their relative progress will be recorded, valued and reviewed. Appropriate, reasonable intervention will be provided in the light of on-going progress monitoring.

Objectives

To ensure that all Academy policies and documents are rooted in these aims

To ensure that each pupil leaves with a positive self-image

To provide a curriculum and teaching strategies which acknowledge and respond to the needs of all

- To create a welcoming, safe, attractive environment
- To promote an awareness of equal opportunities, social justice, peace and global issues
- To strengthen the partnership of staff and pupils with parents, governors, parishes and local community, united in a common purpose.

Information from pupil data and school audit

Information is gathered from pupil data and school audit. The school has used this information to inform its planning to provide a better access for all its students over the next five years.

Within our present school population we have students with a variety of need.

These include students with formal assessments and medical conditions.

For up to date information about SEND students please contact SENCO, on 01744 671945

We are also aware that there are other pupils who are in our population whose need is not severe enough to be formally identified or parental or pupil wishes are such that they prefer not to disclose information to the school.

This information is vital for us to plan what is suitable in order to give the best access to the curriculum for all of our pupils.

Views of those consulted during the development of the plan

The development of this plan has been guided and monitored by St Helens LA and external consultants through formal training sessions. Parents have been asked to give their opinions on information on their child's needs and pupils have been asked for their opinion on how their need is catered for at Hope Academy and how could we make their experience of school life better. Medical and outside agencies have been asked informally their opinion in the light of this plan and visitors have been asked their opinion on signage, car parking access and toileting facilities. All this information has led to prioritising areas of this plan

THE MAIN PRIORITIES IN HOPE ACADEMY'S PLAN

Increasing the extent to which SEND pupils can participate fully in the school curriculum

The school will make reasonable adjustments to meet pupils' needs in the following areas over the next three years:

- Teaching and learning – curriculum adaptation and the preparation of
- Individual Learning Plans (ILPs) and Individual Behaviour Plans (IBPs)
- Classroom organisation
- Timetabling- including movement between lessons
Grouping of pupils
- Homework Club
- Access to school facilities
- Activities to supplement the curriculum e.g. Educational visits and residential
- trips
- School sports
- Interaction with peers

- Assessment and exam arrangements
- Arrangements for working with other agencies
- Preparation for transition
- Translation and interpretation for pupils for whom English is an additional language.
- Withdrawal for multi-sensory work in literacy by speech and language specialist
- EAL specialist one hour per week for all learners
- Dyslexia specialist 2 hours per week, testing for Access Arrangements and supporting learners in revision skills.
- Teaching Assistant support
- Lexia computer software reading programme in Years 7 and 8.
- Guided Reading
- Access All Area Whole School Literacy initiative to raise standards.
- NUMICON numeracy intervention at KS3
- Access where necessary to a Specialist English Intervention Teacher

Teachers will aim to be flexible to adapt their teaching approaches, to enable pupils with disabilities to learn to learn effectively in their classrooms.
From our audit it is felt that staff need to have ongoing training to increase their awareness of how to overcome the barriers to learning that are created by some medical conditions.

Improve the range of communication methods to ensure all information is accessible for all parents and carers.

Please see Access Plan

Improving the physical environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services:

Hope Academy will continue to use the professional survey of the physical environment of the school and to continue its implementation of the recommendations of the survey in relation to buildings upkeep and to make reasonable adjustments to allow disabled pupils to take advantage of education and associated services in light of relevant budget available over the next three years.

MAKING IT HAPPEN

Management, Coordination and Implementation

Using this plan Hope Academy will seek further guidance from St Helens LA and external consultants in relation to best practice approaches to the monitoring of the Accessibility Plan
The Senior Management Team will establish:

- Clear criteria for monitoring the development of the Accessibility Plan
- Undertake further self-review of the plan annually in light of updated LA guidance
- Establish INSET priorities for relevant staff
- Seek clarification from partner schools of current accessibility procedures
- Include in reports to Governors progress on the Accessibility Plan development
- Make annual presentation to full governing body

Getting hold of the School's Plan

Copies of this plan can be obtained in the following ways:

A hard copy can be obtained on request. Tel: 01744 671945

A copy can be downloaded from the school website www.hopeacademy.org.uk