



The Hawkswood Group

Accessibility plan

**Approved by the Management Committee
Hawkswood Group**

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Ratified for: 2023-2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Hawkswood School is Pupil Referral unit, SEMH provision for Reception to Year 6.

Hawkswood Therapeutic Secondary is a school for Year 7 to Year 11.

The school comprises of one school building, Hawkswood Primary located on the ground floor and Hawkswood Therapeutic being on the first floor. There is disability access for all classrooms (a lift is provided to access the first floor where access can be gained to all areas of the school).

Burnside Secondary is a Pupil Referral unit for Year 7 to Year 11.

The school comprises of one school building located at ground level. There is disability access for all classrooms.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver quality first teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to our schools are flat and have wide doors. The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To ensure all pupils, including those with SEN and disabilities have full access to the curriculum</p> <p>To identify and plan for any funding to enable full access to the curriculum for pupils with a disability.</p>	<p>To review the curriculum with staff, students & parents annually to ensure it is fully inclusive.</p> <p>Identify & secure any additional resources needed to enable pupils with disabilities to access all aspects of the curriculum.</p>	Headteacher/ SENDCo	Annually	All pupils can access the curriculum and reach their full potential.

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Pupils are educated in a safe environment and have access to all areas of the building.</p> <p>To review regularly and at least annually as part of the review of SIP/SDP, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities.</p>	<p>Staff training on evacuation chair</p> <p>To ensure any building works undertaken by the school are accessible and continue to improve the accessibility of the school as a whole.</p> <p>Audit existing facilities to ensure they are accessible and undertake risk assessments as required.</p>	SBM	Training scheduled for 21 st June 2023	Staff can safely escort people from the building in the event of a fire

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops (not currently available at Hawkswood Schools, however this will be scoped potentially using capital expenditure) • Pictorial or symbolic representations <p>Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their son/daughter's education</p>	<p>All pupils can fully access information</p> <p>To communicate effectively through the preferred means of communication.</p> <p>Consider seating when arranging events</p> <p>Preferential parking rights</p>	<p>Audit existing facilities & resources to ensure all information is accessible</p> <p>Included on admission forms</p>	<p>Head/SBM</p> <p>Headteacher / Deputy Headteacher</p>	<p>September 23</p> <p>On admission of a new pupil</p>	<p>Communication of key information and learning is accessible to all on-site.</p> <p>Communicate effectively with parents / carers</p> <p>Promote equality</p> <p>Eliminate discrimination</p>

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<p>To make all staff aware of the implications of the DDA Disability Equality Duty and the range of identified disabilities</p>	<p>To make staff aware of the National Curriculum Inclusion Statements i.e.</p> <ul style="list-style-type: none"> • Setting suitable learning challenges • Responding to pupils' diverse learning needs • Overcoming potential barriers to learning and assessment for individuals and groups of pupils <p>To ensure all staff use these to inform differentiated planning and provision across the school.</p> <p>To make all staff aware of available specialist support.</p> <p>To identify INSET needs.</p> <p>To carry out school audit of the 'wider curriculum' e.g clubs, school visits etc</p>	<p>To deliver equality, diversity and including training with all staff to improve awareness, appropriateness and accessibility in all aspects of school life.</p>	<p>Staff training</p>	<p>Headteacher</p>		<p>Staff awareness</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Headteacher

It will be approved by Business Audit and Risk Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- SEND policy
- Supporting pupils with medical conditions policy