



Huxlow Academy

Ambition • Respect • Pride

Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
A Northway	SLT	May2023	3 May 2023	Tri-annual	May 2026

Accessibility Plan 2023-26

Policy Approver: Academy Improvement Board

Version Control

Version Number	Date of Change	Changes Made
1	1-2-23	Triennial update. Add wording to plan to clarify aims and responsibilities.
2	3-5-23	Triennial update. Re-structure of document and inclusion of Site Summary, Review of Previous Action Plan and Monitoring and Evaluation.



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1. Policy Name

Accessibility Plan 2023-26

2. Aims

The Plan complies with the DfE's statutory advice document (2014) and demonstrates how the Academy will continue to:

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

Historically, the Academy has a good reputation for the support it provides for its Special Educational Need and Disability (SEND) students. The College works very closely with a number of outside agencies, including Specialist Support Service, Education Psychology Service, CAMHS etc.

Our excellent communication with parents allows us to work in partnership to best support our students.

3. Legislation and Guidance

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation".

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Roles and responsibilities

4.1. The Academy Improvement Board

The Academy Improvement Board recognises its duty of care for the health, safety and well-being of its students, employees and visitors and is committed to providing and maintaining a working and learning environment which is safe and without risk to health. The aim of the Academy Improvement Board is to develop a positive health and safety culture and to seek continuous improvement to aim for an accessible environment.

4.2. Headteacher

The Headteacher has overall strategic responsibility to the Academy Improvement Board for ensuring the planning and implementation of the Academy's Accessibility Plan. The Headteacher will delegate responsibility on managing the action plan to the Business Manager and receive monthly progress updates.

4.3. Business Manager

The Business Manager will liaise with identified responsible academy staff and departments to ensure that the action plan is completed on time. The Business Manager will update the Headteacher on the action plan progress monthly.

4.4. Responsible Staff

Staff identified as appropriate persons to address listed items in the action plan are to comply with the Business Manager and complete their allocated action point in the allotted timeframe.

5. Site Summary

Huxlow Academy comprises of eight separate main buildings and three mobile blocks. The building ages range from 1960s to 2010s. Most of buildings are accessible to wheelchair use except for the first floor areas in Block A0 (Business studies, ICT suites and Library), D0 (Modern Foreign Languages), B0 first floor (SEND Offices), Humanities mobile blocks and some ground floor areas in Block B0 (Maths Classrooms and Hub).

6. Review on previous Action Plan

The following targets have been achieved since the previous Action Plan in 2019:

Targets	Actions
Improve physical access to areas of the site	Lowered pedestrian gate call point at main entrance (on entrance and exit).
Improve physical access to areas of the site	Installed handrails on steps in Block B0 / A0 dance studio / stage where omitted.
Improve physical access to areas of the site	Repaired / remarked all steps on main walkways and inside blocks with bright colour.
Ensure all areas of college well-lit and clearly signed	Undertaken audit of lighting and recommend improvements.
Improve access to main entrance points	Lowered kerbs at pedestrian crossing and pupil walkways (based on site audit).
Improve access to main entrance points	Installed new doors to all key entrance points to reception / blocks.
Improve emergency exits for disabled students	Undertaken audit of fire exit points and undertake reasonable adjustments to improve disability use.
All areas of college well-lit and clearly signed	Site undertaken audit of lighting and recommend improvements.

7. Links with Other Policies

This Accessibility Plan is linked to:

- SEN Information Reporting and Inclusion Policy.
- Students with Medical Conditions Policy.
- Health & Safety Policy and associated procedures.

8. Monitoring and Evaluation

This plan will be reviewed by the Business Manager monthly. After every review, progress will be communicated to the Headteacher.

A full review of the Accessibility Action Plan will take place three years from the approved date of this document.

9. Action Plan

Increasing the extent to which pupils with disabilities can participate in the curriculum					
	Targets	Actions	Timeframe	Responsibility	Outcome
Short Term	Improve range of equipment to enable students to participate in the curriculum	Reading pens to be used within the classroom for students that will be approved for access arrangements	2023	Senco	Students able to participate better
Short Term	Enable students to be more independent A range of appropriate software for voice to text technologies and writing programmes reducing the need for scribes in exams	Investigate and put in place a range of appropriate software for voice to text technologies and writing programmes for use in exams	2024	Senco	Improve student independence. Reduce the need for scribes in exams
Medium / Long Term	Improve range of equipment to enable students to participate in the curriculum	Seek advice from a specialist within the assistive technologies field to advise appropriate use of new technologies going forward to allow access to curriculum for SEND students	2024	Senco	Identify appropriate technologies to support students and implementation plan
Medium / Long Term	Improve staff training and awareness of how they can impact on disabled students progress	Design a rotating programme (toolkit) of staff training on key areas that will assist disabled students	2024	Senco	Staff have a detailed understanding of different disabilities and how they can have a positive impact on students and their access to the curriculum

Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided

	Targets	Actions	Timeframe	Responsibility	Outcome
Medium / Long Term	Change student toilets to gender neutral toilets	Where toilets are to be refurbished under the capital improvement plan, ensure that gender neutral toilets are installed	2025	Site	Gender neutral toilets in place

Improving the availability of accessible information for disabled pupils

	Targets	Actions	Timeframe	Responsibility	Outcome
Short Term	Accessible signage is in place around the College.	Undertake audit of signage around the school (including clocks)	2023	Site	Audit completed with improvements highlighted.
		Replace identified signage in audit to ensure accessible.	2023	Site	Accessible signage is in place
Medium Term	Undertake further improvements to the website to enhance the amount of information for visually impaired, or students with autism and anxiety disorders	Review content of website with Communications assistant and recommend and implement improvement	2023	Senco	Website information is more accessible
Medium Term	Improve range of accessible information for students in lessons	Development of use of audio books within departments for students who have learning difficulties	2023	Senco	Improved resources for students

Signed:.....

Date:

Chair of the Academy Improvement Board

