



Meir Heath Academy

Accessibility Plan

Date policy last reviewed: 04/09/22

Signed by:

_____ Principal Date: _____

_____ Chair of governors Date: _____

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Next Review: September 2025

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Aims of the Accessibility Plan

This plan outlines how [Meir Heath 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 LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The local governing committee 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 Principal and other relevant members of staff.
- Local Governing Committee.
- External partners.

This plan is reviewed [every three years](#) to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The local governing committee will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

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

When conducting the audit, the local governing committee 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

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

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 are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	SLT, teachers, SENCO	Autumn 20 ²²	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 20 ²³
	Staff members do not have the skills to support pupils with SEND	Training / support provided to staff members Training for teachers on differentiating the curriculum	SLT, external advisors, SENCO	Autumn 2022	Staff members have the skills to support pupils with SEND	Spring / Summer 20 ²³
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process and 1:1 risk assessments completed and actioned where appropriate	SLT, Evolve lead, Teachers, SENCO	Autumn Term	Planning of school trips takes into account pupils with SEND	Spring / Summer 20 ²³

Long term	Pupils with SEND cannot access lessons and make expected or better progress.	Implementation of outside agency / professional recommendations, provide supportive strategies and resources, differentiation and effective use of iPads and other adjustments for pupils with SEND / apply for Needs Assessment if required.	SLT, ICT manager, SENCO	Autumn 20 <u>22</u>	Pupils with SEND can access lessons, making expected or better than expected progress.	Spring 20 <u>23</u>
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors	Autumn 20 <u>22</u>	School is aware of accessibility barriers to its physical environment and will make a plan to address them where reasonable.	Summer 20 <u>23</u>
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes / Yellow Lines painted on steps.	SLT, teachers, SENCO	Spring 20 <u>23</u>	Learning environment is accessible to pupils with visual impairments	Autumn 20 <u>23</u>

	Toilets are not accessible	Handrails installed	SLT	Spring 2023	Access to toilets is increased	Autumn 20 <u>23</u>
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken to	SLT/building contractors	Summer 20 <u>23</u>	School buildings are fully accessible	Autumn 20 <u>23</u>

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, Computing Lead	Spring 20 <u>23</u>	School is aware of accessibility gaps to its information delivery procedures	Summer 20 <u>23</u>
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Spring 20 <u>23</u>	School is aware of local services for converting written information into alternative formats	Autumn 20 <u>23</u>

Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, Computing Lead	Spring 20 <u>23</u>	Written information is fully accessible to children with visual impairments	Summer 20 <u>23</u>
Long term	School website is not accessible to children with SEND	Audit of website	Computing Lead / SENDCo	Summer 20 <u>23</u>	Website is fully accessible	Autumn 20 <u>23</u>