



Achieving excellence together

Accessibility Plan

Approved by:	Trust Board		
Responsible department:	Core MAT Team		
Last review date:	July 2023	Last reviewed by:	Jayne Firth - COO
Last updated:	July 2023	Last updated by:	Jayne Firth - COO
Next review due :	July 2026		

RATIONALE

Great Heights Academy Trust Accessibility Plan is compliant with current legislation and requirements as specified in Equality Act 2010: schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

Great Heights Academy Trust is committed in its duty under this legislation to:

- Increase the extent to which disabled pupils can participate in the **curriculum** including wider curriculum such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improve the **physical environment** for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered, and
- Improve the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 responsible adjustments to enable staff to access the workplace.

The Trust is committed to making such changes in the period outlined in the following plan, taking into account the views and voice of staff, disabled pupils and their families.

1. DEFINITION

The Equalities Act 2012 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

- 1.1 The Equality and Human Rights Commission stresses that there is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect. Physical impairment includes: arthritis, hearing or sight impairment, diabetes, asthma, epilepsy, HIV, cancer, multiple sclerosis, severe disfigurement, people registered as blind or partially sighted. Mental impairment includes conditions such as dyslexia, autism and learning disabilities such as Down's Syndrome and mental health conditions such as depression and schizophrenia.
- 1.2 The disability provision in the Act includes a duty for schools to make **reasonable adjustments** for disabled people. In summary this means:
 - Where something a school does places a disabled pupil at a disadvantage compared to other pupils then a school must take reasonable steps to try and avoid this disadvantage.
 - Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

2. RESPONSIBILITY

Responsibility for the Accessibility Plan lies with the Trust Board, the CEO and the Academy Principals.

3. AIMS

3.1 Curriculum Access

- Every attempt is made to ensure that pupils with disabilities participate fully in all aspects of school life, including all trips and residential visits. Risk assessments detail the additional staffing and resources required, individual risk assessment are produced to match pupils specific needs including additional aids e.g. pencil grips, coloured overlays.
- Access arrangements are made for Exams and Testing including extra time, amanuensis; readers; applications for enlarged and modified test papers.
- The Trust works closely with external services and agencies to provide support in meeting individual pupil needs with high expectations for their learning and achievement.
- Pupils are supported by support staff with appropriate skills and training.

3.2 Physical Access

- The Greetland Academy KS1 site is fully accessible to pupils with physical disabilities and wheel chair users. There is disabled access throughout the building. This site is also fitted with disabled toilet facilities.
- The Greetland Academy KS2 site is fitted with disabled toilets and has ramp access to all areas of the school.
- West Vale Academy is not accessible to wheelchairs. There are temporary ramps available for access to the main entrance and ground floor and a disabled toilet on this floor.
- Raynville Academy is accessible in a few places for wheelchairs, but this is limited
(i.e. no access between LKS2 and UKS2. Access to KS1 classrooms/hall is only via outside doors)
No access to the portacabin
No UKS2 access to the playground
No disabled toilet in KS1 except Nursery which is only accessible via outside doors
Disabled toilet in LKS2
Disabled toilet in UKS2 but only accessible via office entrance
- Carlinghow Academy was built to accommodate children with special educational needs and or disabilities. The school is on one level with level access to each entrance. The school is equipped with hand rails, disabled toilets and changing facilities that include showers hoists and changing beds.
- Bowling Green Academy is fully accessible to pupils with physical disabilities and wheelchair users. There are disabled toilets facilities at both ends of the school.

- Marsden Junior School is a 3 storey building with limited access. It has a nurture room and a hygiene room with full shower and a changing bed/table. The school has a Connevans Swift+ Digital Classroom Soundfield System to amplify the teacher's speech.
- Mirfield Free Grammar is mostly 2 floors (with the exception of College which has 3 floors) and has full disabled access (5 lifts), The Armitage Hall requires assistance for wheelchairs. There are 10 defined disabled toilets. There is a hearing loop in W08 and portable hearing devices.
- If required pupils/staff are given a PEEP.
- Where sites have car parks they have defined disabled parking spaces.
- The Trust regularly consults relevant outside agencies ensuring that all necessary changes in the classroom and wider school environment are made to accommodate individual pupils.
- Stair nosings are DDA contrast coloured.

3.3 Information Access

- Visual timetables are used to support transitions during the school day
- Visual prompts and stimuli used in lesson to support children with specific learning needs
- Teachers are available to meet with parents throughout the year at a mutually convenient time
- News letters are used to keep parents informed of upcoming events, these are published on the website but are also available as paper copies from all academy sites
- Text messaging service is used to inform and remind parents of upcoming events
- Seesaw (Primary academies) and or Tapestry (Raynville Nursery) is a parental engagement tool accessed through an app. This provides each child with a digital portfolio where they have an audience for their work. The audience includes staff, other children in the class and parents.

4. REVIEW

The Accessibility Plan is reviewed every 3 years. It will be kept under review and any necessary revisions made to it. This includes anticipating well in advance the needs that disabled people might require and the adjustments that might need to be made for them. The Accessibility Plan will be reported on annually.

The Plan will be available on the Trust website. Alternatively, copies can be requested from school offices.

Improving Curriculum Access plan

Target Maintenance / Development	Strategies	Time scale	Responsibility	Success criteria
----------------------------------	------------	------------	----------------	------------------

Ensure the curriculum is accessible to all (D)	<p>Audit and review ways in which pupils with specific needs record their work</p> <p>Audit and review how information and tasks are presented to pupils with specific needs e.g. large print keyboards; coloured overlays; tinted exercise books; enlarged text</p>	Ongoing	SENDco Subject leaders	All pupils are able to access the curriculum, effectively recording their own work and ideas.
Teaching and support staff have a knowledge and understanding of specific disability issues (D)	<p>Access to CPD</p> <p>Drawing upon expertise of local agencies, professionals and schools</p>	On going	SENDco SLT	Staff are able to adapt learning experiences to ensure inclusion for all pupils with a disability.
To develop appropriate pupil involvement in the SEN process to enhance the person centred approach (D)	<p>Review current Care Plan documentation</p> <p>Staff training and CPD</p>	Ongoing	SENDco	<p>Pupil Voice forms a key part of the pupil's Care Plan.</p> <p>Increased pupil understanding of targets.</p>
Review Support Staff deployment	Draw upon EEF and current research to ensure pupils are supported effectively	Ongoing	SENDco	Pupils academic, social, emotional needs are supported effectively to ensure high expectations of all.

Improving Physical Access plan

Target Maintenance / Development	Strategies	Time scale	Responsibility	Success criteria
Ensure access for all pupils across all sites (M)	Regular risk assessments carried out and guidance given on	On going	SENDco SLT	All pupils are able to fully access the buildings and

	modification required by local special school			external grounds.
Regular inspection to ensure free and safe movement of all accessible with the Trust academies and grounds for all pupils (M)	Regular inspection of school sites Visual Strips on stairs Handrail heights	On going	SENDco SLT	All pupils are able to fully access the buildings and external grounds.
Disabled Parking spaces available in all car parks	No access to able bodied	In place	SLT	Parents bringing collecting pupils have parking facilities as well as disabled visitors to site
Provide equipment as needed to facilitate movement through the buildings (D)	Liaise with local SEND, OT, VI Team to ensure correct equipment and risk assessment are in place	On going	SENDco SLT	All are able to fully access the building and external grounds.
Improve access to West Vale Full Site, Raynville Full Site, Marden Full Site & The Greetland Academy KS1 field (D)	Currently only temporary access available - any new developments will try and address this. Provide low gradient all weather paths	Ongoing	SENDco SLT	Improve access to all.
Lift for Mirfield students and visitors to access the Armitage Hall	Quote for a wheel chair lift, £9,000-£12,000.	23-24	SLT	

Improving Information Access plan

Target Maintenance / Development	Strategies	Time scale	Responsibility	Success criteria
----------------------------------	------------	------------	----------------	------------------

To further develop the ways in which the Trust communicates with parents (D)	Roll out seesaw app to Marsden Junior School	2023-2024	SLT	Information will be presented in formats that parents find useful and user friendly
--	--	-----------	-----	---