



HARMONIZE ACADEMY

ACCESSIBILITY PLAN

POLICY WRITTEN BY:	PRINCIPAL
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Trust, Respect, Compassion, Forgiveness

ACCESSIBILITY PLAN

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1. Aims

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with students.

The purpose of the accessibility plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which students with disabilities can participate in the school curriculum;
- Improving the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and associated services;
- Improve the availability of accessible information to students with disabilities.

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

The governing body recognizes its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and governors of the school.

The plan will be made available online on the school website, and paper copies are available upon request.

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 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.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

3. Action plan

This action plan sets out the aims of our accessibility plan and how we will achieve these:

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Harmonize Academy offers a differentiated curriculum for all students.	Harmonize Academy to continue to offer an individualized curriculum to all students regardless of ability or circumstances	The curriculum to be reviewed as required or annually	Principal Governors SLT	Ongoing
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To continue to offer and further develop resources tailored to the needs of all our students	Regular research and information gathering allowing our students access to the most up to date and relevant resources	Principal SLT	Ongoing
	Curriculum progress is tracked for all pupils, including those with a disability.	All students are aware of their working at grade and what is required of them to make progress	To continue to monitor the progress of all students on a six weekly cycle	Principal SLT	Ongoing
	Targets are set effectively and are appropriate for pupils with additional needs.	All students to know their target grades for individual subjects, including an aspirational target	All students are set targets based on Key Stage 2 data, Baseline data and information from previous schools	Principal SLT	Ongoing

Improve and maintain access to the physical environment	The building was fully refurbished in 2013 when the school was first opened and was specifically renovated to meet the needs of all learners	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Lift • Corridor width • Disabled parking bays • Disabled toilets • Double width doors • Ramps 	There are no access issues although any renovation or building work is carried out after due consideration to access for all students, staff and visitors.	Principal Site manager	Ongoing
Improve the delivery of information to pupils with a disability	<p>Harmonize Academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	To continue to develop communication methods for all staff, students and visitors and to adapt these for the needs of everyone regardless of ability or disability	All signage to be monitored regularly particularly on exit and escape routes	Principal Site manager	Ongoing

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equal Opportunities policies
- Special educational needs (SEN) policy
- Management of Medication policy

Appendix 1: Accessibility Audit 2019-2020

Feature	Description	Actions to be taken	Person responsible	Date to complete
Number of floors	Two storey building; Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site Manager, Michael Kearns	Ongoing
Corridor access	Corridors are wide with access for wheelchairs	Ensure student equipment does not block corridor	Principal	Ongoing
Lift	Service level agreement in place for maintenance	Review service annually	Site Manager, Michael Kearns	Ongoing
Parking bays	Disabled parking bays marked	None required	Site Manager, Michael Kearns	Ongoing
Entrances	Wide front door for access; enclosed reception	None required	Site Manager, Michael Kearns	Ongoing
Toilets	All hygiene areas have toilets with disabled access	Ensure water checks carried out monthly Ensure hygiene company visits monthly	Site Manager, Michael Kearns	Ongoing
Reception area	Accessible to wheelchair users	None required	Principal	Ongoing
Internal signage	Large signs in place	None required	Principal	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure regular testing of system and annual maintenance	Site Manager, Michael Kearns	Ongoing