



Co-op Academy
Hillside

Accessibility plan

Co-op Academy Hillside
Ridgeview Road
Noctorum
Wirral
01516779960
www.hillside.coopacademies.co.uk

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

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.

At Co-op Academy Hillside we are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, physical ability or special educational needs, (SEND).

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

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

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

This plan goes hand in hand with the Trust Equality, Diversity and Inclusion Policy.

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 will include a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

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 <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	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>Curriculum progress is tracked for all pupils, including those with a disability.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Effective use of Resources Effective Communication Adaptations Use of specialised equipment	Staff training Outreach support Speech and Language support Access Arrangements Specialist supplies and equipment	SLT	In place and ongoing	Needs of learners met Positive impact Barriers to learning removed Increased access to curriculum Records of staff training

Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i> <i>This includes:</i> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i>	Maintain access Designated parking Visual sounders Outdoor access kept clear of vegetation Areas well lit Awareness of flooring, furniture and layout	Check that any alterations or amendments still fit in with the plan	SLT	In place and ongoing	Access to school increased Hazards removed People can move safely around the school
Improve the delivery of information to pupils with a disability	<i>Our school can use a range of communication methods to ensure information is accessible. This includes:</i> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i>	Use of magnifier where appropriate Large, clear fonts used where appropriate Translated documents provided where appropriate Specialist equipment provided where appropriate	Ensure that items are in place for any person that requires them	SLT	In place and ongoing	Information available in alternative formats Ability to access documentation

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 Local Governing Body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) Policy
- Special Educational Needs and Disability (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	There are three sets of stairs - however whole site can be accessed via classrooms	Site Manager	N/A
Corridor access	Good	Corridors are kept clear	Site Manager	Ongoing
Lifts	N/A			
Parking bays	1	1 dedicated disabled bay provided, others can be made available	Site Manager	N/A
Entrances	Staff entrance			N/A
Ramps	Ramps in place at all external exits where necessary	None		N/A

Toilets	1	1 fully equipped disabled toilets available for us by all		N/A
Reception area	Low access counter	Buzzers, door handles etc. all at accessible level		N/A
Internal signage	Classrooms are identified	Signage to be put in place where relevant	Site Manager	ASAP
Emergency escape routes	All clear and accessible	Staff exit not suitable – assistance would need to be offered. Routes Kept clear	Site Manager	Ongoing