



Haberdashers' West Midlands Academies Trust

Haberdashers' Abraham Darby

Haberdashers' Adams

Accessibility Plan

2024-2027

Named Responsibilities of Policy	Miss Charlotte Condé– Assistant Vice Principal - Haberdashers' Abraham Darby Mr D Biggins – Deputy Headteacher – Haberdashers' Adams
Approved by:	Pupil and Staff Welfare Committee
Last reviewed on:	September 2024
Next review due by:	September 2027
Recommended Review Cycle	3 years

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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 schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Haberdashers’ Adams and Haberdashers’ Abraham Darby we work tirelessly to foster an environment that ensures that all pupils are happy, health, safe and respected, regardless of any differences between them.

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

The schools support any available partnerships to develop and implement the plan.

Our schools’ 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 pupils, parents, staff, and governors of the school. External agencies are also consulted on our practice, for instance the sensory inclusion service.

Pupils can provide views through the school council and are all invited to participate in an annual survey, as are parents. However, we feel that we are a very open and supportive school and welcome comments on these (or other) matters at all times through our House System.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3a. Action plan – Haberdashers’ Adams

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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>All pupils with a physical disability or medical need have provision plans in place on the Edukey/ Bromcom.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>For all pupils with a physical disability, medical need and mental health needs to have provision plans in place</p> <p>All pupils who require specific resources to access the curriculum have these in place</p> <p>To ensure that those with disabilities do not see themselves as “different” to others</p> <p>To ensure that all pupils are able to thrive and progress in the school</p> <p>To ensure all pupils are able to access the curriculum</p>	<p>For care plans, access to learning plans and pupil passports to be drawn up for those who are recognized as having a mental health need</p> <p>A review to be undertaken by the Head of Learning Support and any actions to be taken following this review</p> <p>Requests to HoD and a review to be undertaken</p> <p>None – this is currently being met</p> <p>HoLS to review this with each disabled pupil</p>	<p>Daniel Biggins</p> <p>Tanya Atkins (HoLS)</p> <p>Ruth Crichton</p> <p>Ruth Crichton</p> <p>Tanya Atkins</p>	<p>December 2024</p> <p>September /October 2024</p> <p>September 2025</p> <p>Ongoing</p> <p>December 2024</p>	<p>All plans to be in place and used for all curriculum matters</p> <p>All pupils who require resources to access the curriculum have these in place</p> <p>At least one example of a disabled person is used in each subject</p> <p>Use of progress monitoring points, calendarized assessments and other reports continues for all pupils</p> <p>No aspect of the curriculum is inaccessible to any pupil</p>

<p>Improve and maintain access to the physical environment*</p>	<p>The environment is adapted to the needs of pupils as required. This includes: Ramps Elevators Corridor width Disabled parking bays Disabled toilets and changing facilities</p>	<p>To ensure that as many areas as possible are accessible to disabled pupils</p>	<p>Constant review (with appendix 1) of the environment across three sites</p>	<p>Derek Caslin (Trust Operations and Projects Manager)</p>	<p>Ongoing</p>	<p>That the only areas inaccessible to all are those that physically cannot be adapted. Where this is the case alternative arrangements are made (e.g. room changes)</p>
<p>Improve the delivery of information to pupils (current and prospective) with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Braille Hearing loops/FM systems Pictorial or symbolic representations Notes printed out and handed to pupils in advance of lessons/assemblies Email/use of Satchel 1, MCAS Use of interpreters</p>	<p>To ensure that all pupils are able to access the information in and about school regardless of any disabilities</p>	<p>Continual review and views of parents/carers and pupils regularly sought</p>	<p>School Office HoLS Trust Operations and Projects Manager Exams officer</p>	<p>September 2025</p>	<p>That no information is inaccessible for any pupil</p>

*note: Given the nature of the land and buildings at Haberdashers' Adams, this is a very challenging aim to meet in certain areas. As such, the timetable and curriculum are designed so as to not disadvantage any of our pupils. For instance, in buildings where the installation of elevators is not permitted, room changes would occur.

3b. Action plan – Haberdashers’ Abraham Darby

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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All pupils with a disability have a SIMS profile under SEN and an Access to Learning plan that outlines strategies required to support the pupil in successfully accessing the curriculum. Plans are formulated using a combination of external professional recommendations, parent voice, pupil voice and teacher observations.</p> <p>All curriculum overviews have a section committed to SEND, which outlines how the curriculum has been adapted and designed for pupils with a disability. Curriculum leaders have written these in consultation with AVP for SEND.</p> <p>All curriculum areas have written SEND policy outlining the specific adjustments they have made to their curriculum design to ensure accessibility by all pupils with a disability.</p>	<p>Increase the amount of technology and ICT available for pupils with a disability who would benefit from voice recognition software</p> <p>Increase curriculum opportunities to study positive role models with disabilities</p> <p>Increase the extent to which disabled students can participate in physical education and extra-curricular clubs.</p> <p>Increase pupils understanding of disabilities to enhance a positive and inclusive school culture and ethos</p>	<p>Training on how to use inbuilt dictation software on word.</p> <p>Use of sub-titles on PowerPoint presentations</p> <p>Curriculum review termly & annually.</p> <p>Invest in oversized balls for wheel-chair users.</p> <p>Increase extra-curricular offer for pupils with disabilities based on pupil interests and aspirations e.g., to include journalism, chess, poetry.</p> <p>Increase SEND representation on school council, captains, prefects, anti-bullying committee is</p>	<p>IT team</p> <p>Teaching Staff</p> <p>CCC/PBG/NIS</p> <p>EMT</p> <p>DAH</p> <p>HOY</p>	<p>Aut 2024</p> <p>Ongoing as required</p>	<p>Pupils eligible for a scribe will use dictation software as their normal way of working in all lessons.</p> <p>No aspect of the curriculum is inaccessible to any pupil</p> <p>The number of pupils accessing an extracurricular club will have increased by 25%.</p> <p>There will be a proportionate weighting of SEND representation on all panels,</p>

	Teachers take ownership for the modification of resources as required for pupils with a disability.	To ensure that all pupils are able to thrive and progress in the school To ensure all pupils are able to access the curriculum	to then support in the delivery of			committees, and year/house teams
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	<p>SVP has delivered training to curriculum leaders on creating curriculum opportunities to develop key life skills, suggested by pupils and parents including road safety, telling the time, and reading a map.</p> <p>The ADAPT curriculum has been further developed to ensure a broad and balanced curriculum for all learners accessing this provision.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>		<p>assemblies and whole school events that enhance a positive ethos etc</p> <p>Monitoring only – this has been met</p>	<p>CCC/NIS</p> <p>Subject Leaders</p>	<p>termly</p>	<p>Use of progress monitoring points, calendarized assessments and other reports continues for all pupils</p>
<p>Improve and maintain access to the physical environment*</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Evac chairs • Disabled toilets and changing facilities • Balcony height increased further in response to SEMH needs 	<p>To ensure the school remains accessible to all learners</p>	<p>Risk assessments in place for learners who have indicated low mood or suicidal thoughts.</p>	<p>EMN/EGB</p>	<p>On going</p>	<p>All pupils will be able attend their lessons across the school building safely.</p>

<p>Improve the delivery of information to pupils (current and prospective) with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Resources copied on to coloured paper to support those with Meares Irlen. • Large print resources • Braille • Hearing loops/FM systems • Pictorial or symbolic representations • Notes printed out and handed to pupils in advance of lessons/assemblies 	<p>Increase the number of texts within the school library that have a font size recommended by the sensory inclusion service to support pupils with a visual impairment and various background colours to support those with Meares Irlen.</p> <p>Provide visual instructions to support important information.</p> <p>ELR has delivered whole school training on adapting PowerPoints with visuals to support pupils with SLCN. Bank of resources created across curriculum areas.</p> <p>Development of the school website to create a section called 'SEND' in order to improve accessibility of SEND specific communication for pupils with disabilities and their families.</p>	<p>SIS (Sensory Impairment Service) to advise on which texts to purchase. Librarian to allocate a pot of funding to meet this agenda.</p> <p>All policies to have a visual, simplified version to ensure accessibility and understanding by all SEND learners and their families.</p> <p>Staff training on how to support pupils with selective mutism.</p>	<p>DJW/JDI</p> <p>All SLT Policy leads</p> <p>Gill Thomson – SALT.</p>	<p>July 2021</p> <p>July 2021</p> <p>Sept 2021</p>	<p>Learners will feel valued.</p> <p>LRC data may show an increase in the number of books borrowed by our VI and MI pupils compared to previous years.</p> <p>All policies will have accessible versions for learners with ASD, who benefit from visual support and learners/families with a low reading age.</p> <p>Pupils with SLCN and selective mutism will be fully accessing the curriculum and assessed accurately.</p>
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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 Governors' Pupil and Staff Welfare Committee.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Anti-bullying policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				