




HORNCHURCH ACADEMY TRUST

Hornchurch Academy Trust is a company limited by guarantee

Registered in England: Company Number 10760863

Registered Office: Whybridge Junior Academy, Rainham, Essex, RM13 7AH

www.hornchurchacademy.org

	Name of Academy	Whybridge Junior School
	Policy review Date	31 st January 2020
	Date of next Review	31 st August 2021
	Who reviewed this plan?	Mr C W Hobson & Mrs A Gillham
	Date approved by Board of Trustees?	16 th March 2020

Accessibility Plan

Introduction

The Hornchurch Academy Trust has been formed as a result of extensive consideration responding to the future challenges of educating our children. As a collective we take the view that we will be stronger and more effective through collaboration and working together to serve and meet the needs of our children, families and community. By following this path, we will improve the life chances and outcomes for our children.

Vision and Values:

We believe that all schools within the Hornchurch Academy Trust will maintain their own unique personality, whilst sharing excellence and maximising opportunities as we move forward as a family of schools.

We will share excellence to:

- Educate to the highest standards.
- Develop a love of learning and as individuals, achieve their full potential.
- Develop resilience, confidence and independence.
- Encourage a positive contribution to their community.

Rationale

The Hornchurch Academy Trust is committed to ensuring that all pupils have the right and equality of opportunity to access 'Safe, Secure and a Successful' education.

Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in the Schedule 10, relating to Disability, of the Equality Act 2010. This Plan has been drawn



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up by the MAT Board of Trustees and covers the period from January 2019-2021. This statement sets out the ways in which the MAT provides 'access' to education for any pupil with a disability. Each MAT school will have an individual Accessibility Plan with more detailed development priorities identified. We plan, over time, to increase the accessibility of provision for all children, staff and visitors to the school.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- increase the extent to which pupils with disabilities can participate in the curriculum.
- improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- improve the provision of information to pupils with disabilities in ways that are fully accessible to them and meet their particular needs.

This Accessibility Plan should be read in conjunction with the following policies:

- Special Educational Needs Policy.
- Behaviour Policy.
- Medical Needs Policy.

Policy Aims

We are committed to working towards providing a fully accessible environment which is inclusive for all children, staff, parents and visitors regardless of their education, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Policy statement

Legal Background

The Disability and Equality Act 2010 requires all schools and LAs to plan to increase the accessibility of schools for pupils with disabilities. LAs must produce an accessibility strategy covering all maintained schools in their area and each school must produce its own accessibility plan. As a Multi Academy Trust, the Hornchurch Academy Trust aims to fully meet the requirements of the Disability and Equality Act in its schools.

Definitions

The Disability Discrimination Act (2010) describes a person with a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long term adverse effect on their ability to perform everyday activities



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- Progressive conditions which are considered to be a disability include:
- people with cancer, multiple sclerosis who are protected by the Act from the point of diagnosis.
- some people with visual impairment who are automatically deemed to be disabled.

Impairments include sensory impairments, such as those that affect sight or hearing.

Any person who has had a disability is protected from discrimination even if they no longer have a disability. Mental illnesses that are well recognised are included. ADHD is considered a disability under the DDA. While many children with recognised disability will have or be eligible for an Education and Health Care Plan, not all children with a disability will have special educational needs. Likewise not all children with special education needs will have a disability.

PRIORITIES 2019-2021

Priority One: Increasing the extent to which pupils with disabilities can participate in the curriculum

We believe we are making good progress in the following areas:

- our tracking systems are available for staff to access and clearly highlight key groups of children with a view to planning targeted interventions.
- pupil progress meetings between class teachers and senior management give opportunities for individual and groups of children to be discussed and action plans put in place.
- quality first teaching for children with the use of targeted teaching for close the gap learning makes the curriculum highly personalised for individual children.
- effective liaison with a range of other external agencies and services regarding individual children
- targeted interventions for specific groups of children
- access arrangements are made for assessments for specific groups of children (readers, extra time, scribes, prompts)
- rigorous monitoring and moderation by all staff of teaching and learning across the school (s) from Early Years through to Key Stage Two.
- consistent setting of attainable and achievable targets with high expectations.
- ensuring that school visits and trips are accessible for all children
- using a range of teaching methods and styles to ensure access for all children eg. questioning
- techniques, paired work, group work
- provision of after school clubs and activities open to all children
- effective use of our Pupil Premium with clear evidence of impact.

Priorities – Access to curriculum for 2019-2021



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- Continue to work with external and specialist agencies to ensure that all children regardless of disability can access a broad and balanced curriculum
- Ensure all schools make effective use of the Pupil Premium and can clearly evidence the impact of interventions for individual and groups of pupils as appropriate
- That effective monitoring procedures are embedded across the Trust ensuring the best provision for all pupils
- Development of the wider curriculum continues to ensure accessibility for all pupils.

Priority Two: Improving the physical environment of schools to increase the extent to which pupils with disabilities can take advantage of education and associated services

We believe we are making good progress in the following areas:

- All buildings are wheelchair accessible
- Designated spaces for small group work and individual intervention work
- Library areas for small group work and individual intervention work
- In some school areas children can work either on the floor, at a low table, a normal height table or on stools.
- Visual timetables are used as appropriate
- Learning is adapted for all pupils to ensure that it is accessible. This can be individualised for pupils if necessary.
- Our schools provides a warm and welcoming environment with clear signage
- Some staff have received Autism, ADHD and intervention training.

Priorities – Physical Accessibility for 2019-2021

- Following initial Due Diligence, review all sites with site managers annually and make necessary adjustments from the inspection
- Access staff professional development and pupil support through a variety of agencies for individual children or groups of children as the need arises.

Priority Three: Improve the provision of information to pupils with disabilities in ways that are fully accessible to them and meet their particular needs

We believe we are making good progress in the following areas:

- Visual timetables and workstations are used in classrooms and some children have individual visual timetables. Learning is being adapted to meet pupil's needs in all areas of the curriculum.
- Simplified language, signing, pictures, symbols, photographs, task management boards are used for identified children.
- Information for any parent/children groups is available on request.
- Translators are used as required for parents with EAL.
- Confidentiality is assured at all Parents Evenings.



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Priorities – Provision of information 2019-2021

- Review range of teaching materials used for children and consider different formats.
- Seek help from relevant support agencies if more specialised help are required.
- Review range of support information for parents/carers and consider need for range of formats.
- Ensure MAT website information is accessible.

Making things happen

The Hornchurch Academy Trust also co-ordinates its work with other services and agencies including:

- Individual Local Authorities.
- Local Social Care Services.
- Local Health Services.

Viewing the Accessibility Plan

The Accessibility Plan can be made available in written format as needed/requested. Further information about the Plan will be made available on the Hornchurch Academy Trust website. Individual school accessibility plans are accessible through school websites and individual school prospectus.

Monitoring and review Heads of School, Group SENCo, Local SEND Leads (LSL)

Links

- SEND Policy.
- Behaviour Policy.
- Medical Needs Policy.

Staff responsible: Heads of School (all academy schools), Group SENCo, LSL's

Committee responsible: Board of Trustees

Date approved:

Review date*

*Please note that should there be any changes/further national guidance issued relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next MAT Board meeting.