

H A M W I C  T R U S T
ACCESSIBILITY PLAN

	Targets	Strategies	Outcomes	Goals Achieved
Medium Term	<p>Raise awareness of all employees of the definitions of disability as defined in the DDA with reference to hearing, visual and physical impairment and their rights in terms of the DDA</p> <p>To make staff aware of the National Curriculum Inclusion Statements i.e. -setting suitable learning challenges -responding to pupils diverse learning needs -overcoming potential barriers to learning and assessment for individuals and groups</p> <p>To ensure all staff adapt these to inform differentiated planning and provision across the academy</p>	<p>Publicise the information to all employees.</p> <p>Staff training during the induction period and throughout the academic year</p> <p>Staff training to ensure that action planning and planning of schemes of work is informed by inclusion statements</p>	<p>Staff aware of the implications of the Disability discrimination Act</p> <p>Staff aware of the national curriculum inclusion statements</p> <p>Strategies to enable full curriculum access for students with a range of disabilities to be identified in all long term plans</p> <p>All staff are aware of a range of interventions available in the academy to meet the needs of all students</p>	<p>Quality of the learning experience for all students and quality of teaching/support improved with wider use of technology and practices</p>

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	Carry out an academy audit of the wider curriculum e.g. clubs, visits to ensure that all disabled pupils can participate	Audit of all activities	Wider curriculum enables access and ensures participation by disabled students	
Short Term(ongoing)	Monitor the physical environment to identify areas that may require attention	Regular visual inspections of all the schools e.g. steps, stairs parking issues, internal doors, toilets, gates, lighting, heating, signs, floor coverings etc.	Urgent items will be identified and addressed immediately. Other issues will enable med/long term planning to happen	Workplace inspections carried out yearly. Site staff meetings/walk rounds carried out and documented Visual inspections done by site staff H&S audits
	Every classroom is optimally organised for students with sight, hearing, or physical impairment	Seek advice from SENCO and other professional bodies. Identify the areas in most need of alteration and prioritise. Investigate the cost implications and plan for costings in the budget planning cycle	The potential requirements have been identified and, subject to cost implications, measures are in place to accommodate students	Every classroom is optimally organised for pupils with disabilities <i>as far as is practically and reasonably possible</i> All pupils irrespective of disability are equally able to access the curriculum

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<p>Long Term</p>	<p>The academy is prepared for the eventuality of receiving any students with a disability</p>	<p>Consult with feeder schools on potential new students each year and review current provision.</p>	<p>Taking into account the site and buildings reasonably practicable measures have been taken to ensure equal access to the curriculum for all students</p>	<p>All pupils irrespective of disability are equally able to access the curriculum.</p>
	<p>The Academy supports all children with medical conditions</p>	<p>A generic Trust policy will be in place stating how children will be supported in schools</p> <p>Individual Health Care plans will be put into place, followed & reviewed</p> <p>Sufficient staff will be trained to support children with specific medical needs</p>	<p>All children will have full access and have the same opportunities at school as any other child. This will be monitored regularly and reviewed by school Governors.</p>	<p>All pupils regardless of a medical condition will be able to access school fully & be supported</p>

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School Name	Information regarding Schools Accessibility	Reasonable Adjustments
Beechwood Juniors	Beechwood is a two storey building, with dining hall, disabled toilets and the main hall on the ground floor. There is access into the school	Adjustments can be made as & when needed due to having classrooms & a dining hall all on the ground floor. Toilets and main hall are also accessible. Ramps can be added to doors if needed. Peeps will be put in place & RA carried out.
Gatcombe Park Primary	Single storey one level school is accessible, hearing loop, ramps.	
Glenfield Infant School	Single storey one level school is semi accessible. There are internal stairs & classrooms can be accessed from external areas.	Ramps
Harefield Primary	Fully accessible	
Hollybrook Infants	The school is not fully accessible the Year R and Years 1 & 2 classrooms are up flights of 4 stairs.	The school would need to have ramps installed to make the classrooms accessible.
Hollybrook Juniors	The school is a Victorian two storey building there are accessible classrooms on the ground floor. The school has an electric lift to access the school. Also a lift to enable pupils, staff to access the main hall.	
Shirley Infants	Fully accessible in all areas	
Shirley Juniors	The school is a Victorian three storey school. No lifts are in place and the school is only accessible via staircases.	The school could be made accessible for wheelchair users by moving a classroom downstairs and swapping a year group with the infant school
Townhill Infants	School was built in the 1970's it has steps leading from every classroom & into the toilets & hall etc. The school is not accessible for wheelchairs	Major construction work would be needed to make it DDA compliant
Upper Shirley High	The school is partially accessible. There is a lift in the school to enable users to access the first floor.	
Wordsworth	Fully accessible. New school built 2012	