



**Hayes School  
(Part of the Impact Multi Academy Trust)**

**Policy Document**

Policy Name:	Accessibility Policy & Plan
Date of Last Review:	Spring 2025
Date of Next Review:	Spring 2028
SLT Responsible:	Head of School, Assistant Headteacher (SENCO)



**IMPACT** Multi Academy Trust

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## **Introduction**

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

### **Definition (Equality Act 2010)**

"A person has a disability 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 carry out normal day to day activities". Physical or mental impairment includes sensory impairments and hidden impairments. 'Substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

### **Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives. The Accessibility Plan is structured to complement and support the school's Equality Policy objectives; these are published on the school website and were last reviewed in March 2023.

### **The school's commitment to accessibility**

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. In accordance with our other policies and code of conduct we aim to develop a student's full potential without discrimination or bias relating to their gender, ethnicity, cultural and religious background, sexuality, disability, ability or special educational needs.

We are committed to providing an environment that enables full curriculum access for all students, staff, parents and visitors.

We will do this by:

- Promoting equality of opportunity between disabled people and other people.
- Increasing awareness of the ways in which parents of disabled children and young people can help to support their learning.
- Ensuring that the talents of disabled pupils are represented.
- Eliminating discrimination that is unlawful under the Equality Act and harassment of disabled people that is related to their disability.
- Monitoring incidents of harassment and bullying of disabled pupils through our anti bullying policy and encouraging students to report incidents.
- Promoting positive attitudes towards disabled people through the tutorial programmes and assemblies e.g. disability awareness week, Paralympics.
- Using the school environment to promote positive attitudes to disability. Ensuring that disability is represented in posters, displays and learning materials.
- Ensuring that disabled pupils are represented and encouraged to participate in class assemblies, school productions, events and on the school council.
- Ensuring that students with disability are able to participate in after school clubs and school visits.
- Assessing the needs of new members of the school community and making reasonable adjustments.
- Improving the physical environment of the school to enable disabled students to take better advantage of education, facilities and services provided.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Disadvantaged Students**

Looked After Children are identified and monitored (linked to LA professionals and following LA guidelines).

Disadvantaged students who receive the 'Pupil Premium' are identified and their curriculum progress is tracked by teachers, Heads of Department, ACos and the Senior Leadership Team. A designated member of SLT has oversight for Pupil Premium students and reports directly on Pupil Premium progress to the Full Governing Body meeting. Attendance and well-being is monitored by form tutors and ACos. Regular use of department meetings, year meetings, SLT meetings and the school bulletin are used to discuss and promote the progress and well-being of our Pupil Premium Cohort. The Pupil Premium Strategy is uploaded onto the school's website every October.

Children who act as 'Young Carers' are identified and monitored (linked to LA professionals). These pupils are offered support as required.

### **Format of the Policy and Plan**

This Accessibility Policy is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the Senior Leadership Team and governors, including:

- School Development Plan
- Curriculum overviews
- Assessment Policy
- Personal and Intimate Care Policy
- Special Educational Needs Policy
- Supporting Students with Medical Conditions Policy
- Children with health needs who cannot attend school policy

- Equality & Diversity Policy
- Fire Risk Assessments and the Fire Safety Action Plan
- Health and Safety Policy and the Health and Safety Action Plan
- Lettings Policy
- Staff Hiring Policy

The school works with Impact Multi Academy Trust to develop and implement the plan.

This policy is reviewed:

- by members of the Senior Leadership Team with individual responsibilities for specific sections of the policy as noted
- by the Local Governing Body

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

This Accessibility Policy and Plan covers:

Section 1: Access to the Curriculum

Section 2: Access to the Physical Environment– for students, staff, parents and the community

Section 3: Access to Information - for students, staff, parents and the community

This Accessibility Policy details policies and initiatives, how these are monitored, reviewed/evaluated and how these evaluations are developed and embedded into school systems and practice.

## **Access to the Curriculum – The Current Position**

- Classes are taught primarily in mixed attainment groupings.
- Developing excellence in adaptive teaching to ensure we both 'stretch and scaffold' is a priority on our School Development Plan
- Hayes has a specialist Additionally Resourced Provision (ARP) for students with Developmental Language Disorder.
- Developed links with partner primary schools support the early identification of individual students' needs and allow for the effective planning and support of transition (including pre-transfer visits).
- We use a range of data, including SATS, GL Exact, NGRT and information shared by primary schools to determine students who may need reasonable adjustments or targeted support in order to access the curriculum
- We employ a rigorous system of identification, including screening and in-house assessment, to ensure that students who have a need for Access Arrangements (reasonable adjustments in examinations) receive this entitlement in line with JCQ regulations
- We aim to provide all young people, including disabled students, with a wide range of high quality learning experiences outside the classroom, including extended school activities. Consideration and planning will take place to enable visits to take place safely and efficiently. Parents/carers, the student and, if appropriate, specialist support staff, will be involved as early as possible in the planning process.
- Systems are in place to ensure that all staff are aware of student needs, through identification on our student database, the SEND Register and personalised Student Profiles (where applicable)
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour);
- Academic Mentoring allows all students to discuss and reflect upon their progress
- A comprehensive programme of careers guidance and advice across all key stages.
- An external Careers Advisor, supports students with work-related learning and planning for the future.
- Guidance for students and parents at transition points, such as Year 9 Option choices and post-16/progression to 6<sup>th</sup> form
- Report cards, Individual Behaviour Plans and Pastoral Support Plans monitor and support students, and our Behaviour Policy ensures that students can learn in a purposeful and calm environment
- On-going monitoring of progress, through data tracking and reporting
- On-going and rigorous review of the curriculum
- A range of revision and support opportunities beyond the school day
- The school buys in a counselling service, whereby a counsellor works in school and liaises closely with Bromley Wellbeing and CAMHS.
- Reintegration planning for students who are unable to attend school for a period of time for a range of reasons, including medical needs and Emotionally Based School Avoidance (EBSA)

## **Future Priorities**

- To continue to develop teacher excellence in adaptive teaching to ensure that the needs of all students are met
- To develop a collaborative approach across subject areas to meeting the needs of students with additional needs
- To continue to encourage students with disabilities to engage with student leadership opportunities
- To continue to encourage students to access extra-curricular activities
- To ensure continued representation of students with disabilities on the school council
- To continue to work with external services and agencies to ensure that students with disability have equity of access to the curriculum
- To continue to address low level disruption, where it occurs, through further developing consistency of approach across all teachers in the school



## Access to the Physical Environment

Responsibility for this section of the Accessibility Plan lies jointly with the Head of School, SENCo and the Facilities Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

Access to the Physical Environment – the current position

- Hayes School is a co-educational school with a mixed sixth form and over 1700 students on its roll.
- The school occupies a large site comprising of 6 main buildings and some accommodation in huts, of differing ages, the majority of which were constructed before the current legislation. The nature of some of the buildings and aspects of the site present particular issues for physical accessibility.
- Where buildings cannot be adapted, changes will be made to the curriculum (where possible) to allow equality of opportunity in accessing the curriculum. This typically means re-rooming to the ground floor
- There are ramps in place to access key areas of the school
- Elevators in L Block, M Block and the main building
- Disabled parking bays
- Accessible toilets and changing facilities
- Stairs are marked with yellow paint and have at least one banister
- The school buildings are clearly signed using a system of lettering
- Workshop benches at wheelchair accessible height in DT Food and Science
- Risk assessments are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability).
- Health and safety issues are identified and addressed on an ongoing basis by a range of people within school – including teachers (activities, classrooms), Heads of Department, ACos and SLT (communal areas). Health and Safety visits are undertaken and reports received by Local Governing Bodies
- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability, Personal Emergency Evacuation Plans (PEEPS).
- Staff are made aware of students with medical conditions which may affect health and safety and site accessibility. The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Head of School and related staff.
- The Student Support Department has responsibility for ensuring that identified SEND students access all areas of the site within the health and safety guidelines.
- Outside professionals (for example, Occupational Therapists, the Physical Disability Team, the Visual Impairment Team, Hearing Impairment, Physiotherapists, Autism Outreach Service, Speech and Language Therapists) support the work of the school, and the integration of specific students within mainstream classes.
- Teaching Assistants, on a day-to-day basis, monitor individual students' accessibility across the site.

## **Future Priorities**

- To review the site annually using the Local Authority's accessibility framework
- To address any concerns arising from the annual site inspection
- To provide regular training for staff in relation to Autistic Spectrum Condition, Hearing Impairment and Visual Impairment as the needs of the students dictate.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

## **Access to Information**

Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

### **Purpose of this policy:**

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA) and General Data Protection Regulation (GDPR)
- the Equality Act (2010)
- and other legislation that provides a right of access

## **8. Responses to requests for information**

Relevant documents are posted on, and may be downloaded from, the school's web site or hard copies may be requested at a small charge.

Parents/carers and students may request copies of student record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.

Parents/carers and students may not be given access to records which contain information on other staff/ students which would breach our Data Protection Policy and/or the Data Protection Act and General Data Protection Regulation (GDPR).

All requests for information should be made, preferably in writing, to the Head of School or Data Protection Officer.

Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

## **9. Information provided by the school**

### **Students have access to information by:**

- the regular reporting of students' progress by written reports from teachers.
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings.
- reviews from enhanced monitoring, for example through Report Cards, Individual Behaviour Plans and Pastoral Support Plans.
- the SEN review process
- through the student contact book/planner
- representation on/by the Student Council

### **Parents/carers have access to information by:**

- the regular reporting of their child's progress by written reports from teachers
- teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- talking to teachers and support staff at annual Parents' Evenings
- Parent Information Evenings.
- Options events (for students selecting their KS4 courses)
- Raising achievement evenings
- Tutor and ACo contact with parents
- the school's websites and twitter feeds
- open mornings for parents of prospective new students
- by prior appointment to visit the school
- specific requests for information (see above)
- through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- the Main School Prospectus
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school.

### **Visitors / external agencies / individuals have access to information (on a need- to-know basis only) by:**

- the School's website
- contact with professionals within the school
- by written request to the Head of School

## **10. Accessibility of Information**

The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- the School will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information;
- the School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. during parents' evenings and review meetings of children's performance in school, details are confirmed to parents how they can access information;
- the School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information.

## **11. Accessibility Action Plan 2024-2027**

### **Monitoring**

The school has determined the priorities for the school with regards to disability equality and has drawn up an action plan to make things happen, which outlines how the requirements of the Equality Act 2010 will be met.

To meet the Public Sector Equality Duty and the Equality Act 2010, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities.

The following will be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)
- Suspension and exclusion information
- Rewards and sanctions
- Provision for transition.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

This policy will be reviewed every three years by the Head of School and Governors.

<b>Priority</b>	<b>Action required</b>	<b>Success criteria</b>	<b>Timescale</b>	<b>Responsible person(s)</b>
<b>Improve access to the curriculum for students with a disability</b>				
To review the representation of disability in curriculum resources	Complete audit of protected characteristics in subject curricula	Evidence of planned opportunities and curriculum resources, which include examples of people with disabilities.	By August 2024	Deputy Headteacher
To review the introduction of 'easy wins' to ensure that learning resources are dyslexia friendly	Conduct learning walks to audit use of agreed approaches by teachers	Lesson resources are accessible to students with dyslexia and support the learning of all students (font, background, visuals)	By August 2024	Assistant Headteacher (SENCO)
To ensure all staff and students have easy access to learning resources to meet their needs	Purchase rulers and coloured overlays for all teaching staff	In use by all staff and students	By April 2024	Assistant Headteacher (SENCO) and Assistant SENCO
<b>Improve and maintain access to the physical environment</b>				
To review accessibility in all practical subjects and teaching areas	To audit all classrooms and subject areas	Audit completed and any necessary adjustments understood and included in Premises Plan	By September 2024	Facilities Manager
To repair and refresh ramp access and handrails to H huts	Undertake necessary repairs	Improved condition of ramps etc.	By Summer 2025	Facilities Manager

Improve the delivery of information to students with a disability				
To continually consider the adaptation of resources, letters, forms, surveys etc. for students with disabilities and additional needs	To make use of large print resources, as required and increased use of induction loop, immersive reader and AV equipment in hall. To consider all communications and the accessibility of these to students and families.	Information is accessible, understood and acted upon by students, including those with disabilities and additional needs.	Ongoing	Assistant Headteacher (SENCO) Head of School and SLT
To ensure that disabled students' voice is heard in the school.	Greater integration of disabled students in student leadership groups	Number of disabled students involved increases.	By October 2024	Senior Deputy Headteacher
Other key actions				
To gather information on disabled staff.	Re-issue data collection forms for staff and medical declaration	Update personnel records	Annually	HR Officer
Ensure the needs of staff with a disability are adequately met.	Ensure that as part of line management that the needs of staff with a disability are discussed and reasonable adjustments made to support them.	Fully integrate in line management/induction process	On going	All line managers