



Hayes School
(Part of the Impact Multi Academy Trust)

Policy Document

Policy Name:	Accessibility Policy & Plan
Date of Last Review:	Spring 2024
Date of Next Review:	Spring 2025
SLT Responsible:	Principal, Assistant Principal (SENCO)



IMPACT Multi Academy Trust

A company limited by guarantee registered in England & Wales with number 07697400

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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 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

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.

Hayes School continuously works to ensure that all members of the school community and visitors to our school are treated with respect. 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 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.
- 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.

Additionally, the school publishes and reviews regularly its [Equality Objectives](#). These were last reviewed in March 2023

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

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.

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.

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

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 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.

This policy complies with our funding agreement and articles of association.

3. Format of policy and plan

This Accessibility Policy and Plan is divided into four sections:

Section 4: Access to the Curriculum – for students

Section 5: Access to Pastoral Support – for students, staff and parents

Section 6: Site Accessibility – for students, staff, parents and the community

Section 7: 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.

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.

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

4. Access to the Curriculum

Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- **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**

Our school offers a differentiated curriculum for all students **through implementation of Quality First Teaching strategies.**

At Key Stage 3, students are usually taught in mixed attainment groups. Teachers will provide stretch to all students and scaffolding to support access for students. We use resources tailored to the needs of students who require support to access the curriculum

The school will provide auxiliary aids (and services) for disabled pupils to overcome any disadvantage experienced in schools.

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

We will 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.

Targets are set effectively and are appropriate for students with additional needs and curriculum progress is tracked for all students, including those with a disability.

Within their teaching teams, Heads of Department (HoD) monitor students' progress, linked to a member of the Senior Leadership Team (SLT) for fortnightly meetings; and usually on an individual basis, there are links with Achievement Coordinators for year groups to determine the appropriate curriculum for specific students.

Students who receive the 'Pupil Premium' are identified and tracked by a designated member of SLT. Each subject teacher is fully aware of every Pupil Premium student that they teach and is supported to ensure that they make enhanced progress. HOD's and SLT line managers track their progress at each data review and the designated SLT member 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.

Students' progress is reviewed formally three times each academic year, with parents/carers receiving a full written report annually. The assessment data and/or written comments is entered into the schools MIS system electronically by teachers. Various summaries of the data collected are provided to

SLT, ACos, Tutors and Heads of Department by the Data Team including an indication of whether the student is achieving, in line with their starting point. These grades /assessment percentages inform the planning of interventions by the class teacher, department or year group. All staff are able to view the academic progress of their students via the School data software: SISRA

The curriculum is reviewed to make sure it meets the needs of all students.

Students have guided option choices in Year 9 ahead of the start of Key Stage 4 in Year 10. Students and parents/carers receive information, advice and guidance from teachers, Heads of Department, Head of Special Educational Needs, ACos and members of the Senior Leadership Team.

In Years 10 and 11 the curriculum is increasingly personalised. There are opportunities for some students to follow a range of alternative courses and more-able students are able to study Computer Science, GCSE Further Mathematics and Separate Sciences.

The most able students (High Prior Attainers) are identified by prior attainment data. We aim within the curriculum to provide sufficient enrichment and extension activities as well as bespoke programmes of support, mentoring and intervention, as required.

Hayes uses the Graduated Approach as outlined in the SEND Code of Practice (2015). The vast majority of students will have their needs met through Quality First Teaching and reasonable adjustments within the classroom. Targeted support is provided for identified students and is informed by EHCPs, GL Exact, NGRT reading assessments, CAT4 KS2 SATs and teacher assessment. Targeted intervention includes small group and individual teaching for reading, spelling and social skills.

There are a range of interventions and support at KS4 to provide access to a differentiated and appropriate curriculum for identified students.

Hayes supports the management of a reduced or alternative curriculum for identified students (usually short-term interventions, but for a very few there can be longer-term interventions) including school-refusers, students returning from school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.

5. Access to Pastoral support

The school works with counsellors, the School Nursing Team, Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS) and other agencies who support the school.

Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The Trust's various separate policies contribute to supporting these aims:

- **Attendance Policy**
- **Policy on Supporting Students with Medical Conditions**
- **Behaviour Management Policy**
- **Safeguarding & Child Protection Policy**
- **Special Educational Needs Policy**

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

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

Report cards, Individual Behaviour Plans and Pastoral Support Plans monitor and support students.

Educational Psychologists support the work of the school with individual students, as required by their needs.

The schools link to the Multi Agency teams relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives.

An external Careers Advisor, supports students with work-related learning and planning for the future.

The Head of Careers/Careers Leader provides a comprehensive programme of Careers advice and guidance at all key stages

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).

A School Counsellor works in school and liaises closely with Bromley Wellbeing and CAMHS.

Links to CAHMS closely inform support for specific students.

School counsellors are able to give information and advice to parents/carers on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.

Support through the Student Support Department provides the opportunity for vulnerable pupils to discuss any concerns they have.

Programmes are offered through the Student Support Department to support students' social and emotional development, according to need.

Enrichment events and guest speakers allow for bespoke PSHE/RSE sessions tailored for specific year groups.

Attendance is monitored daily and parents are contacted on the first day of absence. ACoS liaise with pupils with lower attendance and support with the provision of work and reintegration packages.

Restorative Justice style meetings take place to resolve issues between students.

A meeting with students and parents/carers takes place following suspension to re-establish expectations and agree any necessary support.

6. Site Accessibility

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

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.

Students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum - typically, this will mean re-rooming to accessible accommodation.

The following policies support these aims:

- **Premises/Estates Plan**, within the **School Development Plan**
- **Fire Risk Assessments** and the **Fire Safety Action Plan**
- **Health and Safety Policy and the Health and Safety Action Plan**
- **Lettings Policy**

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

The environment is adapted to the needs of students as required, this includes:

- Ramps
- Elevators in L Block and M Block
- Disabled parking bays
- Accessible toilets and changing facilities
- 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).

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 Principal 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.

7. 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 Principal 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 Principal

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

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 Principal and Governors.

Priority	Action required	Success criteria	Timescale	Responsible person(s)
Improve access to the curriculum for students with a disability				
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	Vice Principal
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 Principal (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 Principal (SENCO) and Assistant SENCO
Improve and maintain access to the physical environment				
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 Principal (SENCO) Principal 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 Vice Principal
Other key actions				
To undertake an accessibility audit	To seek views of disabled students, parents, staff and/or alumni on the curriculum, physical environment and accessible information	The accessibility audit provides information on barriers faced by disabled people in our school and supports the development of this plan	By August 2025	Principal
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
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