

Hateley Heath Academy Accessibility Plan



Date approved:	September 2025
Approved by:	CEA
Date adopted by the MAT (i.e. effective date):	September 2025
This policy is scheduled for review on:	Every 3 years

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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to providing the best provision for our pupils.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise.

Vision Statement

At Hateley Heath Academy we are all encouraged to have high aspirations, achieve well, develop self-confidence and independence, have positive values and beliefs and a caring attitude towards others.

At all times we model and encourage the following values:

- Enjoy
- Achieve
- Respect
- Teamwork

We aim to support a friendly, calm, and purposeful school ethos where children feel safe and secure. We encourage each other to take risks and have resilience to rise to challenges. Well-being is promoted so we have a positive mind set and a good attitude to learning.

Dream it, Believe it, Become it

This policy forms part of our Safeguarding Procedures and should be read in conjunction with:

- SEN Information Report
- SEN Policy
- Children with Medical Needs Policy

Introduction

The Directors at Hateley Heath Primary School takes its statutory responsibility seriously and has drawn up this policy in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

The school has had three key duties towards disabled pupils under Part 4 of the DDA.

- To not treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled children.

Whole school training will recognise the need to continue to raise awareness of equality issues for staff and governors to comply fully with the Equality Act 2010

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘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.’

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers, and visitors with a disability.

Principles

- Compliance with the DDA is consistent with the school’s aims and single equalities policy, and the operation of the schools’ SEND Policy.
- The school recognises its duty under the DDA (as amended by the SENDA):
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respect the parents’ and child’s right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum to meet the needs of all individual pupils and their preferred learning styles.
- Setting suitable learning challenges
- Responding to pupils’ diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

a) Education and related activities

- The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum. This would include such items as sloping desks, visual aids.
- Ensure all disabled pupils can be safely evacuated in an emergency (P.E.E.P. in place for specific pupils)
- To raise awareness of disability amongst all who are involved with the school community.
- The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND advisers and appropriate health professionals from the local NHS trusts. This would include ensuring that the hearing and visual environment in classrooms is monitored on a regular basis in order to support pupils with a hearing impairment or sight impairment.
- Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.
- All educational visits to be accessible to all pupils and full risk assessment to be carried out prior to the visit.

b) Physical environment

- The school design is suited to providing wheelchair access as all learning environments are on one level with no internal steps.
- The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.
- To ensure disabled toilet facilities are provided.
- To ensure disabled parking facilities are available.

c) Support for parents and other adults

- Provision of an interpreter to aid parents whose first language is not English in order for them to take full part in meetings relating to their child or to be given assistance in filling in forms related to school.

- In relation to disabled staff, parents and other members of the community we wish to ensure that no matter what their disability we will endeavour to make the reasonable adjustments required for them to have full access to school.

d) Provision of information

- The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required requested.

