


Walton Peak Flying High Academy



“Look forward with confidence and believe!”

Accessibility Plan

Approved by the Governing Body on (Date)	2/10/23
Signed Chair of Governors	
Review Date	September 2024

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

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.'

The purpose and direction of the school's plan: vision and values

At Hawthorne Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Hawthorne Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background. Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- disability
- age
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race

- religion or belief
- gender
- sexual orientation.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

The Action Plan

	Objectives	How?	Who?	Resources	Timescale	Monitoring
1	To ensure effective planning and teaching of an inclusive curriculum	<ul style="list-style-type: none"> -Planning that considers and caters for all individual needs/learning styles -Lessons that are scaffolded or differentiated where required All staff to be Makaton trained. -Use of specific assessment tools such as Birmingham Toolkit -Multi-sensory curriculum approach 	SLT Class teachers Governing Body	Use of concrete items Planning/T&L support where required. (Please see individual SEND support plan)	Ongoing from the start of the academic term	subject leaders, SENDCo and SLT
2	To ensure that all children have access to extra-curricular activities	<ul style="list-style-type: none"> -Ensuring that all activities can be tailored to meet individual needs -Where required, seek advice/support from external agencies e.g., medical professionals -Risk assessments completed on an individual basis where required 	SLT Class teachers Pastoral Lead Governing Body	This will vary depending on individual need and activity	Ongoing from the start of the academic term	SLT/SENDCo/Pastoral Lead
3	To ensure that all children with SEND can participate with out of school visits	<ul style="list-style-type: none"> -Adapted transport where needed -Pre-visits to be completed by visit lead and/or SENDCo for suitability -Individual risk assessments created where required -Adaptations to be made where required -Where required, seek advice/support from external agencies e.g., medical professionals 	SLT Phase Leads Class teachers SENDCo Governing Body	Adapted transport where required. This will again vary on individual need and type of visit	For every visit that takes place	SLT/Phase Leads/SENDCo/Pastoral Lead

4	To ensure that pupils with SEND can participate in physical activities	<ul style="list-style-type: none"> -Links/discussions with external agencies such as physiotherapy -Adapted equipment -Well planned/resourced lessons; considering individual needs -Adhering to individual plans e.g., Individual Health and Care Plans 	SLT Class teachers SENDCo Governing Body	Adapted resources where required	Ongoing from the start of the academic year	SLT/Subject Lead/SENDCo
5	To ensure effective communication with parents/carers with sensory impairments or whose English is an additional language	<ul style="list-style-type: none"> -Increased font size where required -Key information highlighted -Messages verbally communicated where appropriate -Icon on school website to change the language of wording displayed 	SLT Administrative Staff Class teachers	Adapted written correspondence where required	Ongoing from the start of the academic year	SLT/Administrative staff
6	To ensure all areas of school are free from obstacles and hazards.	<ul style="list-style-type: none"> -Daily checks and awareness by all staff -Signage placed to alert all of potential hazards whilst solution is sought -Moving of hazardous objects etc; -Reporting to SLT/Site manager 	Site Manager All staff	Area/need specific	Ongoing from the start of the autumn term Daily checks by Site manager	SLT Trust health and safety leads Governing Body
7	To ensure effective evacuation strategies for those with a disability	<ul style="list-style-type: none"> -Personal Emergency Evacuation Plans (PEEP) in place for individual children 	SENDCo Class teachers	This will vary based on individual need	Ongoing from the start of the autumn term	SLT Trust health and safety leads Governing Body

