



Hogarth Academy
A L.E.A.D. Academy

Accessibility Plan 2019/20

Starting points

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

Hogarth Academy has the highest ambitions for its disabled pupils and pupils with additional needs and expects them to participate fully in all aspects of school life. Our vision in line with that of the LEAD Trust is a commitment to equal opportunities, led by the National Curriculum Inclusion statement. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Hogarth Academy makes all children feel welcome irrespective of race, colour, creed or impairment.

Information from pupil data and school audit

- The school has a small number of pupils with additional needs. Historically, the school has a good reputation for inclusive practice. The range of current disabilities includes: speech and communication, ADHD, ASD, moderate learning difficulties and mild epilepsy.
- The school has good physical access- built on a single site and single storey, with wide corridors and doorways, most of the building is carpeted and sound boards are in all teaching areas. When planning for building work access for pupils with disabilities is always a consideration. Flooring is chosen to contrast with the walls, corridors are kept free from clutter. Curriculum access is considered at planning stages by teachers to ensure equality of access.
- Levels of absence among disabled pupils are in line with the rest of the school's population. There have been no exclusions for children with disabilities.
- Disabled pupils participate in all aspects of school life: taking lead roles in school productions, after school clubs, school council, visits and residential. We ensure that they can participate in every activity, through careful planning and risk assessments. Where necessary, additional staff are put in place to ensure full access and safety.
- The physical features of the school are a strength – all parts of the school are accessible to disabled pupils.
- Access to information is planned: for example, dyslexic pupils will have longer to write things down and for those children who have difficulty copying from the board, information will be written down for them. Text size and font colour is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.

- We have a clear policy on the administration of medicines, with staff trained to administer EpiPen's.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils. Other school practices, like Assessment for Learning, talking partners and the Jigsaw PSHE programme encourage mutual support and partnerships between children.
- Outcomes for disabled pupils are good. Children make expected or better progress over time.
- Disabled pupils participate fully in extra curricular activities and achieve well.

Views of those consulted during the development of the plan

- Parents of children with disabilities are happy with the physical environment of the school, contact with SENDCO and are confident that the school adapts the curriculum to meet the needs of disabled pupils.
- Those children consulted through the school council, were happy with the provision, one child felt a bit squashed in class.
- Children had not experienced any bullying because of their disability; on the contrary, they feel that other children are interested and supportive. They would be happy to talk to an adult, if the need arose.
- The school works closely with the trust to co-ordinate our plans with their accessibility strategy.

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure appropriate deployment of support staff to connect disabled pupils to the curriculum, empowering children, to develop independence, leadership and promote social interaction.
- Ensure high quality teaching for all to improve disabled pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction. (Jigsaw)
- Professional development for staff on inclusive classroom practice and on specific disability issues.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Development of a new, bigger library area with better access for all pupils and resources that reflect disabilities.
- Creation of a room dedicated to Special Needs, meetings with parents, SENCO and individual work.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- The school will become more familiar with and use specialist services for advice and resources when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.
- The school will be looking to introduce 'Parentmail' as a more efficient and reliable means of communication with parents and improving home/school links.

Making it happen

Management, coordination and implementation:

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings
- The Access Plan links to the School Improvement Plan and as such will be overseen and reviewed annually.
- The plan will be evaluated yearly, informed by discussions with disabled pupils, staff and parents and analysis of data on progress and attainment of disabled pupils.
- The Accessibility Plan will be co-ordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights.
- Implementation – see action plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching disabled children, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of disabled pupils in school life.

Getting hold of the school's plan:

- Copies of the school's accessibility plan are available through the school office
- Through the school website



Accessibility Plan (July 2019– July 2020 review date),
(as required by the Special Educational Needs and Disability Act (SENDA) 2001 and with reference to the Equalities Act 2010.)

	Actions	By whom	Start	Finish	Evidence that it is completed
improvements in access to the curriculum	1. Ensure appropriate deployment of support staff. 2. Ensure high quality teaching, through CPD for all to improve disabled pupils' access 3. Improve self esteem in disabled pupils through the jigsaw PSHE programme. 4. Audit extra-curricular activities to ensure participation of disabled pupils.	SL SL EP CS	July 2019 On-going Autumn 2019	On-going July 20120	Programmes of support/ interventions Disabled pupils with full access to the curriculum, working independently Disabled pupils with full access to the curriculum. Analysis of clubs participation lists
physical improvements to increase access to education and associated services	1. Development of a new, bigger library with better access for disabled pupils and parents 2. Creation of a room dedicated to Special needs and a small office for meetings with parents, SENCo and individual work.	SL MC SL ML	July 2018	September 2020	New library fully accessible by all pupils. New room used extensively to support small group work. Private space for parents meetings and consultations with outside agencies.
improvements in the provision of information in a range of formats for disabled pupils	1. Consult with parents when necessary to provide information in the appropriate format. 2. Seek advice from outside agencies when necessary in providing, for example, visual timetables for pupils. 3. Use MarvellousME as a more efficient method of communication with parents. (text alerts)	SL SL DR	July 2018	On-going	Parents/carers/ pupils able to access fully information.