



Hannah Ball Academy

ACCESSIBILITY REPORT 2024-2025



Vision Statement

In accordance with the Equality Act 2010, schools are required to have an Accessibility Plan. This Act supersedes all previous equality legislation, including the Disability Discrimination Act, and ensures that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief, and sexual orientation."

A person is considered to have a disability under the Act if:

- (a) They have a physical or mental impairment, and
- (b) This impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is a statutory document as outlined in the Department for Education's guidance on statutory policies for schools. This Plan will be reviewed every three years or as operational needs dictate, and it will require approval from the Governing Body. The review process may be delegated to a committee of the Governing Body, an individual, or the Head. At Hannah Ball Academy, the Plan will be monitored by the Senior Leadership Team (SLT) and evaluated by the Board of Governors as necessary.

At Hannah Ball Academy, we are committed to creating an inspirational and engaging learning environment where all children can develop a passion for lifelong learning. We believe that children should feel happy, safe, and valued, fostering a respectful and caring attitude towards each other and the environment, both locally and globally.

Aims

Our aims are to:

- Increase access to the curriculum for pupils with disabilities, medical conditions, or other access needs.
 - Improve the physical environment of the school to enhance access for pupils, staff, and other members of the school community with disabilities, medical conditions, or other access needs.
 - Enhance the delivery of information to pupils, staff, parents/carers, and other members of the school community.
1. The Accessibility Plan is designed to complement and support the school's Equality Objectives and will be published on the school website. We recognise that the Local Authority will monitor the school's compliance with the Equality

Act 2010, particularly Schedule 10 regarding Accessibility. The Accessibility Plan will be accessible on the school website and monitored by the Board of Governors. The school will collaborate with the Local Authority in developing and implementing this Plan, which may also be reviewed by Ofsted during inspection processes concerning Schedule 10 of the Equality Act 2010.

2. Hannah Ball Academy is dedicated to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 concerning disability and fostering a culture of inclusion, support, and awareness within the school.
3. The Accessibility Plan outlines how access will be improved for disabled pupils, staff, and visitors to the school within a specified timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Key Aspects of the Accessibility Plan

The Accessibility Plan addresses the following key areas:

- Curriculum Access: Increase access to the curriculum for pupils with disabilities by adapting teaching and learning methods, including participation in extracurricular activities and provision of necessary aids and equipment.
 - Physical Environment: Improve and maintain access to the physical environment of the school, incorporating specialist facilities as needed.
 - Information Delivery: Adapt the delivery of written information to ensure accessibility for pupils, staff, parents, and visitors with disabilities, providing materials in various formats as required.
4. Whole school training will be implemented to raise awareness among staff and governors regarding equality issues in reference to the Equality Act 2010.
 5. This Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:
 - Health & Safety Policy
 - Special Educational Needs Policy
 - Supporting Children with Medical Conditions and Administration of Medicines Policy
 - Trips and Residential Visits Policy
 6. The Accessibility Plan for physical accessibility is linked to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to complete all necessary works within the timeframe of this plan, and therefore some items may be carried forward into subsequent plans. An accessibility audit will be conducted by the school prior to the end of each planning period to inform the development of a new Accessibility Plan.
 7. Equality Impact Assessments will be conducted as school policies are reviewed. The terms of reference for all governors' committees will include a

requirement to consider Equality and Diversity issues as mandated by the Equality Act 2010.

Current Good Practice

We gather information regarding any disabilities or health conditions during initial communications with parents and carers of new pupils. For parents and carers of existing pupils, we encourage them to keep the school informed of any changes to the information they have provided.

Physical Environment

Currently, there are multiple barriers (such as stairways and steps) that may hinder access for physically disabled learners using wheelchairs. However, as there are no pupils or staff requiring wheelchair access at this time, the need for a ramp or similar has not been deemed necessary. Nonetheless, the school has procured ramps that can be utilised if required.

At present, there are no areas of the school that disabled pupils cannot access. Disabled pupils participate in extracurricular activities, although certain aspects present challenges (e.g., lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, and school trips for pupils with medical needs). However, all reasonable adjustments are made to facilitate their full involvement.

Action Plan

Objective: To enhance the extent to which disabled pupils can participate in the school curriculum.

Our primary goal is to reduce and eliminate barriers to curriculum access, ensuring full participation for pupils and prospective pupils with disabilities, medical conditions, or other access needs. Provision may include:

- Liaison with specialists.
- Continuous professional development (CPD) for staff.
- A differentiated curriculum.
- Specialist resources to support learning and access.
- A range of support staff, including trained teaching assistants.
- Access arrangements for statutory testing.

Curriculum

By planning for individual needs, we aim to provide an inclusive approach wherever possible. Some curriculum areas, such as PE for pupils with physical impairments, may present challenges, but all reasonable adjustments will be made to support full participation. We will seek advice and support from relevant professionals to ensure adequate and reasonable adjustments are implemented.

Information

Various forms of communication will be made available as needs are identified, enabling all disabled pupils to express their views and hear the views of others. Access to information will be provided in a range of formats as needed for disabled pupils, parents, and staff.

Management, Coordination, Implementation, and Review

- We will consult with other professionals and services when new situations regarding pupils with disabilities arise.
- The Governors and Senior Leadership Team will collaborate closely with the Local Authority.
- We will work in partnership with parents to consider their children's needs.
- The policy will be reviewed annually and/or as children's needs change.
- The annual review will be shared with staff.
- We will connect with other schools to share best practises through regular SENCo network meetings and other communications as needed.

Complaints

The school strives to work collaboratively with parents to ensure a unified approach to meeting pupils' needs. If any complaints arise regarding the provision for pupils with access needs, they will be addressed initially by the Principal. If the complaint is not resolved satisfactorily, the SEND governor or chair of governors may become involved.