



HUMMERSKNOTT
ACADEMY

Accessibility Plan

Date: May 2026

Review Date: May 2027

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LINKS TO OTHER POLICIES

This policy coordinates with:

Safeguarding Policy
Equality

Please note this is not an exhaustive list and doesn't include all school specific policies.

RELEVANT LEGISLATION

Equality Act 2010
SEND Code of Practice 2014
School admission code 2021
Fair access protocols
Admissions priority for children adopted from state care outside of England

AIM

The aim of the Accessibility Plan is to ensure that the Academy continues to work towards increasing the accessibility of provision for all students, staff, parents, carers and visitors. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the buildings, adding specialist facilities as necessary. This covers improvements to the physical environment of the buildings and physical aids to access education.
- Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum such as participation in after-school clubs, leisure and cultural activities, and visits off-site. It also covers the provision of specialist **aids and equipment**, which may assist students in accessing the curriculum.
- Improve the provision of **written and electronic information** to students, staff, parents, carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and Information about the Academies and events held within them. The information will be made available in various preferred formats when requested.
- An action plan is attached relating to these key aspects of accessibility and show how the Academy will address the priorities identified. The action plan will be reviewed and, if necessary, adapted on an annual basis. A new plan will be drawn up every three years.

The Equality Act 2010 states:

"A person has a disability if he (she) has a physical or mental impairment that has a substantial and long-term negative effect on his (her) ability to do normal daily activities."

A disabled person may have difficulties in relation to one or more of the following:

Mobility
Physical co-ordination
Manual dexterity
Continence
Ability to lift, carry or move everyday objects
Speech, hearing, eyesight

Memory or ability to learn, or to understand the risk of physical danger
Certain health conditions, e.g. cancer, muscular dystrophy, degenerative conditions, diagnosed eating disorders, disfigurement.

The Academy recognises its duty not to discriminate against students with a disability and also the need to make reasonable adjustments to ensure and students with a disability can play a full part in the social and academic life of their respective Academy.

Involvement of disabled people in developing relevant Academy documentation

It is our intention to consult with all stakeholders (students, parents, carers, regular visitors to the Academies, etc.) with disabilities to assist in the development of relevant documentation by taking account of their views when making reasonable adjustments. The consultation process will be on-going and an integral part of revising existing policies and guidelines and adding new ones, if necessary.

In addition, as part of our public sector equality duty, we intend to consult with external voluntary organisations, where appropriate, in order to further inform the action points in our Accessibility Plan.

The Accessibility Plan will be available to all stakeholders.

MONITORING AND REVIEW

This policy will be reviewed annually. At every review, it will be approved by the Trust Board at Advance Learning Partnership.

SAFEGUARDING

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMs and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the Safeguarding Policy.

COMPLAINTS

All complaints should be raised with the school in the first instance. The details of how to make a formal complaint can be found in the School Complaints Policy.

EQUALITY AND DIVERSITY

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/belief or political/other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

MODERN SLAVERY ACT

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain. The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

ACCESSIBILITY STATEMENT

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.

Control of Documents - Policies

Document Name	Staff Member
Accessibility Plan	Mr G Sowerby

Description	Name/Title	Signature	Date
Prepared by	Person who updated policy	Mr G Sowerby	22 May 2026
1 st - Approved by	Person who approved policy	Mr G Sowerby	22 May 2026

Appendix 1 - Accessibility Action Plan

Target - Increase the extent to which students with a disability can fully participate in the Academy's curriculum and wider educational and social activities.					
Action	Strategy	Time Frame	Resources	Personnel responsible	Outcome
All teaching and non-teaching staff are aware of the particular needs of all students with additional needs	Training for all staff when appropriate and necessary	As required but at least annually	Staff time	SENDCO	All staff aware of needs of our students and can ensure accessibility as a result
All out-of-school activities are planned to allow for the participation of all students	Ensure trip documentation and risk assessments consider access for individuals with disabilities	Ongoing	Staff time	SENDCO/Trip organiser	All students are fully able to participate in extra-curricular activities
All new building work takes account of the academy's disability equality duty and the need to ensure that all areas of the Academy are fully accessible	Ensure all work complies with the equality duty and current legislation	Ongoing	All staff and the construction company	Senior Estates Manager	All areas of the academy are fully accessible and contribute to the goal of inclusion
All arrangements, facilities and equipment designed to increase the extent to which students with a disability can fully participate in the Academy's curriculum are regularly assessed	Where reasonably possible, ensure all arrangements, facilities and equipment lead to the complete inclusion of students with disabilities	Ongoing	All staff	All staff	All areas of the academy are fully accessible and contribute to the goal of inclusion
Ensure all children with a disability can be easily evacuated. Maintain safe access both internally and externally around the school estate.	PEEPs in place for children with complex needs and/or disabilities	Ongoing	All staff	SENDCo Health and safety officer	All staff are aware of the fire evacuation procedure and designated staff to respond inline with PEEPs
All management of student behaviour policies and procedures reflect the Academy's goal to increase participation in the curriculum for all and make	At each review of the policy and procedure ensure it reflects the Academy's vision and values and	Ongoing	Staff time	Vice Principal	Behaviour management reflects the vision and values of the Trust and

clear reasonable adjustments where appropriate and necessary	takes account of diversity and equality				improves participation and inclusion

Improving the delivery of information to disabled persons

This will include making information that is usually provided by school to pupils or parents/ carers accessible to all. The information should consider disabilities or preferred formats and be made available within a reasonable timeframe.

<u>Target</u>	<u>Strategies</u>	<u>Who is responsible</u>	<u>Timescale</u>
Review information that is sent to parents to make sure that it is accessible to all	Communicate with parents in a format that is appropriate for them. Regular communication with parents	Head teacher Admin staff	Ongoing
Annual review information to be as accessible as possible	Communicate with parents in a format that is appropriate for them.	SENDCO	Ongoing
Provide information in other languages for pupils or parents who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	SENDCO Admin staff	Ongoing
Provide information in simple language, symbols, large print for pupils/ parents who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with a visual impairment.	SLT Admin staff	Ongoing