



The Harefield Academy

Achievements through Active Learning

Accessibility Plan Updated April 2023

Policy reviewed, updated and ratified by the GB:	
Date of next review:	

Equalities Statement

The Harefield Academy has due regard for the need to:

- eliminate unlawful discrimination
- advance equality of opportunity
- foster good relations for students, staff and others using school facilities

We believe that striving to meet these requirements contributes greatly to us achieving outstanding progress and attainment for all members of our community because implementation of these aims helps towards ensuring that students work in all areas of the school in an ethos and atmosphere of dignity and fairness. In this way empowering them to be free to develop themselves, knowing that differences are respected and they are encouraged to become independent learners taking responsibility for their actions to become good citizens.

Equality Objective

To reduce the academic achievement gap between groups within the school.

Accessibility Plan

This Accessibility Plan is compliant with requirements as specified in Schedule 10 relating to Disability, of the Equality Act 2010. School Governors are regularly reported to on the Accessibility Plan.

The Harefield Academy Accessibility Plan will advise other school planning documents. The Accessibility Plan will be reported on annually in respect of progress and outcomes, and provide a projected plan for a four-year period. This plan reflects statutory requirements for the setting of Equality Objectives. The Accessibility Plan is structured to complement and support the school's Equality Objectives and is published on the school website. We understand that Ofsted will examine the school's activity under this plan.

We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to build upon our culture of inclusion, support and awareness within the school.

The Harefield Academy Accessibility Plan shows how access is supported for disabled students, staff and visitors to the school in a given timeframe and how we anticipate the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education;

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that a student with a disability is, equally, prepared for life as others. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum;
- Improve the delivery of written information and communication to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbook and information about the school and school events; the information shall be made available in various preferred formats as and when requested.

The Accessibility Plan relates to the key aspects of the physical environment, curriculum, written information and communication. Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Policy
- Continuous Professional Development Programme
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy
- School Development Plan
- School Prospectus and Mission Statement

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

- The school prospectus will make reference to this Accessibility Plan.
- The School's complaints procedure covers the Accessibility Plan.
- The Accessibility Plan will be monitored through the Governor Resources Committee.

- **Improving the Curriculum**

Target	Strategy	Outcome	Achievement	Time frame
All lessons planned to allow all students access to the curriculum.	All work is differentiated and staff are familiar with strategies for adaptive teaching	Students of all abilities make appropriate levels of progress	Inclusion through equity	On-going

Broad curriculum available. All staff are fully aware of all SEND students in their classes and understand appropriate strategies	Specialist resources are made available as required e.g. laptop, reader pen, overlay etc. Specialist equipment is available for practical lessons e.g. height adjustable bench in science, kitchen aids in Food Tech.			
All extra-curricular activities are planned to ensure they are accessible to all students.	Review out of school provision.	Out of school activities are conducted with providers that comply with current legislation.	Increase access to all school activities.	On-going
Appropriate use of LSA in lessons.	LSAs to support identified students in lessons	Work can be appropriately differentiated.	Progression is made.	On-going
Ensure examinations are accessible for all students	Access Arrangements for students Access Arrangements for students identified e.g. Additional time, readers and laptops, rooming etc	Students identified and appropriate provision provided	Students are supported to achieve their target grades	On-going

- **Improving delivery of written information and communication**

Target	Strategy	Outcome	Achievement	Timeframe
Make available school prospectus, newsletters and other information.	Review all current school publications and promote availability in different formats.	Information available and accessible for all	Effective delivery of information to students and parents.	On-going

	<p>Identify parents where access must be in written format.</p> <p>Identify parents where translation may be required.</p> <p>Make available on website.</p>			
Electronic method of reporting to parents.	<p>Explore alternative methods of e – communication.</p> <p>Website</p> <p>Use of Twitter</p> <p>Use of Instagram</p> <p>Classcharts</p> <p>Google Classroom</p>	Become Knowledgeable about best practice.	Introduce and expand e-communication to all stakeholders	On-going
Explore feedback from parents about quality of school communication.	<p>Develop parental Engagement Group meetings</p> <p>Recruit Parent Ambassadors</p> <p>Survey parents</p>	School is aware of opinions and acts on them.	Parental opinion surveyed and appropriate action taken.	On-going