



Harris Church of England Academy

Policy

Disability and Accessibility Plan

Date Tabled:	Spring 2025
Review Date:	Spring 2027

Ethos:

Our vision at Harris CofE Academy is to create a community of lifelong learners who are anchored by a clear set of Christian values, passionate about realising their potential and have the capacity to contribute to our community as well balanced and confident citizens. Harris will provide academic success via excellent exam results which will enable them to access better life chances in their future careers.

Our curriculum intent is embodied in Galatians (6:10): '***Whilst we have time, let us do good to all***' as we aim to develop Harris students through, a knowledge-engaged curriculum underpinned by our Harris Values:

HARMONIOUS - a curriculum that builds tolerance and mutual respect for all.

ASPIRATIONAL – to implement an aspirational and challenging curriculum in KS3 which appropriately prepares learners for KS4.

RESPONSIBLE – students to take an active role in their learning and recognise that they are accountable for their own success.

RESPECTFUL - for students to live out our intent of 'whilst we have time let us do good to all.'

INSPIRATIONAL – to inspire and encourage our students to be the best that they can be.

SOCIABLE – for students to be well balanced confident citizens ready to access the world around them.

Aims:

In line with the Equality Act 2010 the aims of this policy are to:

1. Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum.
2. Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability are able to participate fully in school life.
3. Respond to individual student needs to make suitable adaptations to the physical environment.
4. Overcome potential barriers to learning and assessment for students with a physical or learning disability.

Reasonable Adjustments:

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as:

- Where something a school does places a disabled student at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.

- Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

Harris CofE Academy is committed to making reasonable adjustments for students with physical disabilities and learning disabilities and in conjunction with the SEND Policy. These are explained further below.

Information of Students' Needs and plans for Accessibility

- Whole staff training is provided to share information on individual students.
- Where appropriate, specific advice is provided from Advisory services such as IDS (Integrated Disability Service), the Visual Impairment or Hearing Impairment Team.
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate.
- Details of reasonable adjustments to be made by teachers and support staff are provided on Bromcom and Provision Map in linked documents .
- Summary reports of Health Care reports are written, shared with staff and stored in centrally accessed electronic files.
- Individual students are reviewed by the SEND team review and any relevant actions for modifying reasonable adjustments are made Accessibility and Reasonable Adjustments for Students with Physical Disabilities.
- During transition procedures, the Pastoral and Inclusion team request information from previous schools about any physical disabilities.
- Inclusion team review all information and arrange for a meeting with the student and family before the point of transition.
- Where the student also has an Education, Health and Care plan (EHC), the SENCO attends the relevant review.
- Where appropriate, students have access to physical aids such as adapted equipment and tools in Technology or Art.
- Where appropriate, students have access to ICT to support with visual impairments.
- During the first two weeks of transition, the SEND team track and monitor how well students are accessing the physical environment and report back to the SENCO who liaises with support staff.

- There are lifts in most buildings and where no lifts exist timetables will be adapted to ensure classes are on the ground floor where appropriate.
- There are accessible toilets across the school site.
- Where appropriate, students are permitted to leave lessons 3 minutes earlier than other students with a peer to allow for ease of accessibility across the site.
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout.
- Transport arrangements are made with the family or local authority where appropriate so students have easy access to the school buildings.

Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The Assistant Head (Inclusion/SENCo) leads the development and management of the provision for students with learning disabilities, in conjunction with the Assistant Headteacher (Inclusion).
- CPD activities are available for staff at regular points throughout the year. This includes Autism awareness, and supporting students with ADHD.
- The school promotes dyslexic friendly approaches as an effective way of providing high quality teaching for all students.
- Support and advice on effective differentiation strategies are provided through workshops, through feedback from observations and learning walks and as part of whole staff training, ECT and new staff training.
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve.
- At Key Stage 4, through consultation with the student and their family, students embark on an option package.

Chair of Governors' signature:



Headteacher's signature: