



Mount Hawke Academy

Accessibility Plan

2026 / 2027

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Statement of intent

This plan outlines the proposals of Mount Hawke Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

Mount Hawke Academy and Aspire Academy Trust also recognises their responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head of school and other relevant members of staff
- Hub Councillors
- External partners

This plan is reviewed annually to consider the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

- This Review Date – July 2026
- Next Review Date – July 2027

Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	What	Action	Who	When	Outcome criteria	Review
Short Term	Enhance staff skills to effectively support pupils with SEND.	- Conduct an audit of current staff skills and identify gaps in knowledge related to SEND support. - Provide targeted INSET (InService Education and Training) sessions for staff members based on the audit results. - Implement specific training for teachers on differentiating and scaffolding the curriculum to meet the needs of SEND pupils.	Head of school / External advisors / SENCO	Spring 2027	Staff members are equipped with the necessary skills to effectively deliver the curriculum and provide support to pupils with SEND. Improvement in pupil outcomes and positive feedback from staff on the training received.	Autumn 2027
Medium term	Improve accessibility of Extra-Curricular Activities for Pupils with Physical Impairments	- Review the needs of current and future pupils with physical impairments as they are identified. - Conduct accessibility audits of existing extra-curricular activities and identify areas for improvement. - Implement necessary changes to ensure maximum participation, such as providing adaptive equipment, modifying	Teachers /SENDCo/ external providers	Summer 2027	All extra-curricular activities and school trips are planned with consideration for pupils with SEND, ensuring their full participation. Feedback from pupils and parents indicates improved accessibility and inclusivity.	Summer 2027

		activity locations, and training staff. • Incorporate accessibility considerations into the planning of the curriculum.				
Long term	Assess and ensure the curriculum is accessible for future pupils with SEND.	• Assess the specific needs of incoming pupils with SEND to determine necessary adjustments for curriculum accessibility. • Review current curriculum materials and teaching methods to identify potential barriers. • Make reasonable adjustments to the curriculum, such as incorporating assistive technology, differentiated instruction, and tailored learning resources. • Provide training for teachers on inclusive teaching strategies and the use of assistive technologies.	Head of school/ICT Manager/SENDCo	Autumn 2028	Pupils with SEND can fully access and engage with the curriculum. Regular assessments show improved academic outcomes and increased participation.	Spring 2029

Planning duty 2: Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	What	Action	Who	When	Outcome	Review
Short term	Review and ensure Personal Emergency Evacuation Plans (PEEPs) for pupils with physical difficulties are effective.	- Conduct a comprehensive review of current PEEPs for all pupils with physical difficulties. - Identify all exit routes and ensure they are accessible for pupils with physical difficulties. - Develop or update PEEPs to reflect any changes and ensure they are tailored to individual needs. - Train staff and pupils on the emergency exit strategies and routes specific to pupils with physical difficulties. - Conduct regular evacuation drills to test and refine the plans.	SENDCo / Teachers / Teaching Assistants	Autumn 2026	Targeted pupils and all adults in school are fully aware of emergency exit strategies and routes for pupils with physical difficulties.	Autumn 2027
Medium term	Improve the visibility of step edges on the approach to the main entrance for pupils with vision impairments by installing tread highlighters.	- Conduct an assessment of step edges on the approach to the main entrance to determine visibility issues for pupils with vision impairments. - Select and install high-visibility tread highlighters on all step edges to enhance visibility and ensure safety. - Ensure that the installation complies with accessibility standards and guidelines.	Site Manager	Spring 2027	Improved accessibility and safety for pupils with vision impairments on the	Autumn 2028

		- Educate staff and pupils about the new tread highlighters and their purpose. - Monitor feedback and make adjustments as needed to optimize visibility and safety.				
Long term	Ensure that persons with hearing loss are alerted to fires by installing visual and audible alarm systems.	- Conduct an assessment of current fire warning systems to determine their effectiveness for persons with hearing loss. - Research and identify appropriate visual and audible alarm systems that meet accessibility standards and guidelines. Plan and coordinate with building contractors for the installation of visual alarm strobes and audible alarms with low-frequency sound options. - Test and verify the functionality of the new alarm systems to ensure they effectively alert persons with hearing loss during fire emergencies. Provide training for staff and students on the use and response to visual and audible fire alarm systems.	Site Manager / Aspire Premises Team	Summer 2028	Visual and audible alarm systems are installed and operational, ensuring persons with hearing loss are effectively warned of fire emergencies. Positive feedback from stakeholders indicates improved safety and accessibility.	Autumn 2029

Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure all school information is accessible to families and pupils who do not have internet access.	• Develop and implement strategies to ensure that all school information is accessible to families and pupils without internet access. • Identify families and pupils who do not have internet access. • Provide printed copies of important information such as newsletters, event notices, and reports. • Establish a phone call system to communicate urgent information directly. • Ensure key documents are available in accessible formats (e.g., large print).	SENCO/ICT manager	Autumn 2026	All families receive important school information through accessible formats such as printed newsletters, direct mail, and phone calls. Feedback from families indicates improved accessibility.	Summer 2027
Medium term	Some written information is not accessible to people with visual impairments	• Conduct an inventory of all written information produced by the school, including newsletters, reports, and notices. • Identify key documents that need to be made accessible to people with visual impairments. • Develop and implement a process for converting written information into alternative formats, such as 'easy read' for simplified text, 'large print' for	SENCO/ICT manager	Spring 2027	All written information produced by the school is available in accessible formats, meeting the needs of individuals with visual impairments. Positive feedback from stakeholders indicates	Summer 2028

		enhanced visibility, and 'symbols' for visual representation. • Ensure that alternative format documents are readily available and easily accessible to individuals with visual impairments upon request. • Provide training for staff on creating and distributing accessible written information.			improved accessibility and inclusivity.	
Long term	Ensure full accessibility of the school website for people with DSEN.	• Conduct a detailed audit of the school website to identify barriers preventing people with DSEN from accessing all areas. • Implement necessary adjustments to the website, such as adding alt text to images, ensuring compatibility with screen readers, providing text transcripts for audio content, and optimizing navigation for keyboard users. • Test the website with users who have different types of disabilities to ensure accessibility compliance. • Provide training for staff involved in website maintenance on best practices for creating accessible web content. • Establish a process for ongoing monitoring and updating of the website's accessibility features.	IT manager	Summer 2027	The school website is fully accessible to people with DSEN, enabling them to navigate, access information, and participate fully in online activities related to school life. Positive feedback from users with disabilities and improved usability metrics.	Autumn 2028