



Hucknall Flying High Academy

Accessibility Plan

“Make Every Day Count”

We aim to make every day count for our children where they thrive and build the cultural-capital they need to make aspirational choices about their own future

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Signed (Headteacher)	
Signed (Chair of Governors)	

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1.	Rationale
1.1	<p>Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:</p> <p>a) He or she has a physical or mental impairment, and</p> <p>b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.</p>
1.2	<p>The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Hucknall Flying High Academy the Plan will be monitored by the Headteacher and evaluated by the Governing Body. The current Plan will be appended to this document.</p>
1.3	<p>At Hucknall Flying High Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.</p>
2.	Aims
2.1	<p>Our Aims are:</p> <ul style="list-style-type: none"> • Increase access to the curriculum for pupils with a disability, medical condition or other access needs • To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services. • Improve the delivery of information to pupils, staff, parents/carers and other members of the school community
2.2	<p>The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff, trust members and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.</p>
2.3	<p>The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governing Body. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.</p>

<p>2.4</p> <p>2.5</p>	<p>Hucknall Flying High Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.</p> <p>The Hucknall Flying High Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.</p> <p>The Hucknall Flying high Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:</p> <ul style="list-style-type: none"> • Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). • Improve and maintain 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 within a reasonable timeframe; • Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame. <p>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.</p> <p>The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. 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 ongoing period.</p> <p>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.</p>
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3.	Current Good Practice
	We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.
4.	Physical Environment
	There are no areas of the school to which disabled pupils have limited or no access at the moment, with it being a newly designed building and these aspects have been taken into account. Disabled pupils will participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example 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 support as full an involvement as possible
5.	Curriculum
	Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We will seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.
6.	Information
	Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.
7.	Access Audit
	All entrances to the school are flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges when moving between floors, the accessible lift has been installed to minimise this challenge. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate, and there is adequate parking in the staff car park. There are disabled toilet facilities available in our building. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.
8.	Management, Coordination and Implementation and Review
	<ul style="list-style-type: none"> • We consult with other professionals and services when new situations regarding pupils with disabilities are experienced. • The Governors and Senior Leadership Team work closely with the trust and Local Authority. • We work closely with parents to consider their children's needs. • The policy is reviewed annually and/or as children's needs change. • The annual review is then shared with staff. • We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

9.	Links with Other Policies
	<p>This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:</p> <ul style="list-style-type: none"> • Health & Safety Policy • Special Educational Needs Policy • Supporting Children with Medical Conditions and Administration of Medicines Policy • Trips and Residential Visits Policy • Complaints Policy • Equality Information and Objectives
10.	Complaints
	<p>The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.</p>
11.	Financial Planning and Control
	<p>The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.</p>

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition, or other access needs. Provision may include Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria		
Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Additional adult support - meet the diverse needs of pupils with medical conditions. Staff receive appropriate training as appropriate to legislation and need. Strong partnership with parents is part of the schools ethos, to ensure children attend and achieve in school. Strong celebration culture around diversity and difference is embedded into the curriculum 	<ul style="list-style-type: none"> All Children will attend regularly. Equality for all - safe happy valued children. Enjoyment and empowered to learn. Inclusive technology adopted. Additional funding in place Specialist equipment used to support individual pupils. Children achieve Age related expectations/ make good progress. 	<ul style="list-style-type: none"> Staff CPD where appropriate. Medical plans in place and updated. Continue to monitor the use of ICT by pupils with needs and provide additional support where necessary. Educational visits/ sch events to be planned with inclusivity in mind. PE specialists aware of pupils with additional needs. 	SEND/ Pastoral Team	Ongoing- termly moderation	<ul style="list-style-type: none"> Good attendance Children have equal access to curriculum and facilities. Children feel valued and a celebrated member of the school community. Children can access all areas of the curriculum despite disabilities.

	<ul style="list-style-type: none"> • ICT equipment is available for all pupils with additional needs. • Reasonable adjustments are made to ensure inclusivity where ever possible • Alternatives are in place for evacuations 					
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The environment is adapted to the needs of pupils as required. • The school is on two levels • There is a lift for access to the second floor • Disabled pupils/families have access arrangements for the main entrance, vehicle access and parking. • Outside areas are accessible for all. • The school's corridors width is adequate and accessible. • Library shelves at wheelchair-accessible height • The school has disabled toilets and changing 	<ul style="list-style-type: none"> • Ensure that equal access is in place on the site. • Potential barriers for children, staff and parents are removed where possible. 	<ul style="list-style-type: none"> • Continue to speak to pupils, parents and staff about access arrangements. • Adaptations made on a need's basis. • Parking bays to be checked daily • Daily checks of communal areas to be carried out- corridors/ toilets/changing areas. 	<p>The SEND Team Site Staff</p>	<p>Daily checks, also as appropriate</p>	<ul style="list-style-type: none"> • No barriers to hinder physical access to site. • Partnership with parents is evident. • Staff, pupils and parents feel empowered. • Communal areas are accessible • Parking bays remain free and easily accessible.

	facilities.					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Different formats of information available on request e.g. larger font. • A range of options available for information sharing- printed/electronic • Support on request to access information. • Internal signage is displayed throughout of the school. • Pictorial or symbolic representations are used for pupils where appropriate. 	<ul style="list-style-type: none"> • Make parents aware that information can be made available in different formats. • Ensure that options are available for parents. • The school's culture is to support parents and they feel able to access this. • Pupils who require a pictorial or symbolic have access to this on a daily basis 	<ul style="list-style-type: none"> • On request-letters to be available in large print, on coloured paper. • Office/ SEND team to support parents with accessing information when required e.g. support with reading information/completing forms. • The school has the most up to date Pictorial or symbolic packages in place. 	Office Staff SEND Team	As necessary	<ul style="list-style-type: none"> • All pupils and parents can access information • Parents feel that the school's culture and ethos is strong. • Internal signage supports accessibility around the school. • Children have the necessary Pictorial or symbolic package to enable them to make progress.
Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.	<ul style="list-style-type: none"> • Children are identified and offered specific interventions to meet their need. • Close liaison with health professionals. • Interventions possibilities identified. • Individual physio 	<ul style="list-style-type: none"> • Delivery of specific physical/ mobility packages • School to work closely with outside agencies to ensure individual bespoke packages can be delivered. • Liaison with agencies to ensure equipment that is 	<ul style="list-style-type: none"> • Baselines and progress to be monitored. • New equipment identified and purchased. • Equipment is checked for safety and suitability. • Staff training on a needs basis. • Fine/ gross motor interventions 	SEND Team	Weekly Start and end of intervention.	<ul style="list-style-type: none"> • Pupils receive an intervention to meet their area of need. • Impact on the progress of children within all areas of the curriculum. <p>Staff are well</p>

	program supported.	required is available	provided.			<p>informed and have the correct knowledge and skills to complete their roles with confidence.</p> <ul style="list-style-type: none"> • Staff are supported with in their roles. • Equipment is accessible and safe to use.
Create effective learning environments for all pupils.	<ul style="list-style-type: none"> • Staff are aware of children who have been identified as having a learning difference or specific needs. • The learning environment underpins positive relationships. • The children feel valued. • The environment is a safe place. 	<ul style="list-style-type: none"> • Investigate pupil's learning preferences. • Seek advice relating to learning needs. • Continue to screen and investigate pupil preferences. 	<ul style="list-style-type: none"> • Ensure consistent use of Dyslexia friendly resources throughout school. • Ensure that staff are aware that white on black background can cause issues for certain children. • CPD for staff is identified and provided. 	SEND Team	Ongoing	<ul style="list-style-type: none"> • Learning differences are identified. • Progress is made by children in both academic and pastoral areas. • Soft data supports pastoral progress.
Identify provision for pupils identified as having a diagnosis.	<ul style="list-style-type: none"> • Staff are aware of children who have a diagnosis • Understanding of their unique needs are implemented. 	<ul style="list-style-type: none"> • Ensure that provision is in place to meet the needs of children with a diagnosis that requires support. • Funding applied for where necessary. • Liaison with health professions. • Strategies/ Tool kits and 	<ul style="list-style-type: none"> • CPD training events provided and encouraged for all staff. • Provision is identified for pupils with a diagnosis. • Support is accessed through SFSS (School and further specialist services) • School to access frameworks and tool kits. 	SEND Team	As appropriate	<ul style="list-style-type: none"> • Children with a diagnosis form part of the school and function well within their environments. • Progress is made. Staff will have the appropriate training to enable them to meet the needs of all

		<p>criteria shared.</p> <ul style="list-style-type: none"> • Sensory audits completed 	<ul style="list-style-type: none"> • Sensory audits to inform practice 			<p>children, especially those with a diagnosis.</p> <ul style="list-style-type: none"> • Staff will feel empowered to use strategies and information to support the children they work with. • Funding will enable the school to provide bespoke packages and support.
<p>Ensure that information about the needs of pupils is shared effectively throughout school.</p>	<ul style="list-style-type: none"> • Formal and informal meetings with all members of staff that work with named children. • Regular email contact between class teachers, TAs and the SENCO team. • Transition notes from previous class teacher regarding all pupils. • Information sent from school to school regarding pupils that transfer. • Medical details accessible by all staff. 	<ul style="list-style-type: none"> • Develop and extend the use of pupil profiles to record and share information about children identified as having a SEN, disability or specific medical needs. 	<ul style="list-style-type: none"> • Continue to use 'pen portraits' as a method of passing 'quick read' information regarding SEN, disabilities and the medical needs of pupils to all members of staff (including midday and before/after school staff) • To update disability list termly (in line with the SEN register) and share this information with all staff • Health Care Plans updated (or when any significant changes occur) for pupils with medical needs • Health Care Plans shared with relevant staff and displayed in the identified place. 	SEND Team	Termly	<ul style="list-style-type: none"> • All staff will have the relevant knowledge to meet the needs of children
<p>To make information on the schools SEND</p>	<ul style="list-style-type: none"> • Information on the schools SEND provision available on school web site/ Notts 	<ul style="list-style-type: none"> • To ensure the relevant updates are made to policies and parents 	<ul style="list-style-type: none"> • To update the SEN policy annually and provide opportunities to discuss this 	SEND Team	Annually	SEND information accessible.

<p>policy and local offer accessible for parents.</p>	<p>helpyourself.</p>	<p>can accessthes.</p> <ul style="list-style-type: none"> • To ensure new parents are signposted to the relevant area of the website. 	<p>with parent on request.</p> <ul style="list-style-type: none"> • Publish the school's local offer on the school website and Nottinghamshire LA local offer website • Policies and SEND information are updated and posted on the school's website. 			
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Aim 2: Access Audit needs and safety issues

- Increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.
- To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	Two stories for the children	Disabled pupils to know where safety refuge is in event of FIRE or SITE Evacuation.	Site manager	As new pupils arrive. Annual
Corridor access	Corridor access that leads to all classrooms. These being wide enough for disabled access.	Corridors are kept accessible and checked daily	Site manager All staff	Daily
Lifts	NA			
Parking bays	1 parking space available in the staff car park	Ensure staff and visitors do not use these and they are kept clear for Blue Badge Holders.	Site manager	Daily
Entrances	The main entrance is accessible via the front of the school and leads straight to the main reception.	Ensure the main entrance is accessible and the automatic doors are in working order.	Site manager	Daily

Ramps	Ground level building, dropped pavements to allow access to main entrance.	Ensure these are kept clear. Maintenance is carried out.	Site manager	Daily
Toilets	Disabled accessible toilets are available in the main reception and on both floors a toilet that is accessible for wheelchairs.	To ensure that disabled toilet facilities are in working order and accessible.	Site manager	Daily
Internal signage	The main building has correct health and safety signage	Ensure in good repair and updates as necessary.	Site manager	Daily
Alarms	The emergency alarms for fire evacuation and internal/ external lock down are in working order and staff are aware of the difference.	Alarms are tested weekly, and the staff and children are aware of the different sounds for fire and lock down.	Site manager	Weekly
Emergency escape routes	All emergency exits are apparent, and the staff and children are aware of the escape routes.	Annual Fire Safety Check	Site manager All Staff	

Aim 3: Care needs and safety issues

- To ensure safe evacuation of pupils and staff.
- Pupil’s personal care needs are adhered to appropriately.
- Increase diabetes awareness.
- To ensure medication is administered.
- Specific needs/ diagnosis is identified.

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
To ensure safe evacuation of pupils and staff	<ul style="list-style-type: none"> • Evacuation plans are in place • Fire, • Internal/ external lock downs • Site evacuations. • All staff and children are aware and familiar with procedures. 	<ul style="list-style-type: none"> • Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff (including fire safety officers) • Fire and lock down plans are practiced termly. • Site evacuations are discussed with the children. • New staff informed. 	Headteacher All staff	Annual Termly

<p>Pupil's personal care needs are adhered to appropriately</p>	<ul style="list-style-type: none"> • Personal care requirements are highlighted and reviewed regularly, and the relevant staff have appropriate training to meet these needs. 	<ul style="list-style-type: none"> • Relevant staff to receive training on safe changing and intimate personal care needs. • Children are highlighted as having a need. • Health care plans are put into place. • Regular liaison with parents is inplace. 	<p>SENCO</p>	<p>Every 3 months</p> <p>As new pupils arrive</p> <p>Termly</p>
<p>Increase diabetes awareness.</p>	<ul style="list-style-type: none"> • All children with diabetes are highlighted and their needs administered. 	<ul style="list-style-type: none"> • Relevant staff to be trained on safeadministration of insulin and procedures pertinent to named children 	<p>SENCO</p>	<p>As new pupils arrive</p>
<p>To ensure medication is administered.</p>	<ul style="list-style-type: none"> • The medical needs of all children are highlighted, and staff made aware. 	<ul style="list-style-type: none"> • Medication and any relevant equipment such as sharp bins arecontained securely within a designated area. 	<p>SENCO</p>	<p>As new pupils arrive</p>

Specific needs/ diagnosis is identified.	<ul style="list-style-type: none">• Children who have a medical diagnosis/ need are identified and plans are put into place to need their needs	<ul style="list-style-type: none">• Children are highlighted as having a need.• Health care plans are put into place.• Regular liaison with parents is in place.	SENCO	As new pupils arrive TermlyDaily
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