



THE
ADEYFIELD ACADEMY

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Accessibility Plan

Date: April 2021
Review Date: April 2023
Co-ordinator: Miss S Rogers

Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

The Adeyfield Academy School Accessibility Plan

The Adeyfield Academy is an inclusive school; we respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our students with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all students, parents and staff.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our students and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect of all and preparing all students for life in a culturally diverse society.

Our commitment will be demonstrated through:

- Monitoring the impact of all our policies on different groups
- Fostering respect for all groups and individuals
- Promoting positive non-discriminatory behaviour
- Eradicating barriers in order to maximise participation and achievement of all
- Drawing on the diverse experiences and skills of all students, staff and the wider community
- Ensuring representation of the wide range of diversity in our community across the curriculum

The on-going School Accessibility Plan is overleaf.

SCHOOL ACCESSIBILITY PLAN

Development Area	Target	Strategies	Monitoring	Goals achieved
Curriculum Delivery.	All classrooms are organised for disabled students.	Guidance from specialist (Hearing, Visual Impairment, Impaired Service, Autism Service) taken in arranging classrooms for maximum benefit to disabled students/TA advice.	Monitoring indicates Disability/SEN taken into account in organising the environment for Learning.	Disabled students remain able to access learning environment effectively.
Curriculum delivery/Delivery of materials in other formats.	<p>Subject specific targets used by classroom staff understanding of additional time requirements in practical work understood and planned for.</p> <p>All staff familiar with needs of all students with appropriate provision based on individual needs.</p>	<p>SEND information available to all staff and further training on implementation and differentiation of curriculum as required.</p> <p>NQTs and new teachers as part of induction support staff to work closely with teachers/inclusion facility.</p>	Monitoring indicates differentiation is in place targeted at disabled/SEN/other nominated students.	Disabled students remain able to access curriculum effectively.

School design for disabled students	All areas accessible to disabled students. The school is designated as one for disabled and should remain suitably equipped	Strategic discussions with LEA/MAT on school site includes access for disabled	Plans drawn up show clearly how disabled access will be undertaken	Disabled students able to access all physical areas without difficulty
	Signs clear and understandable for visually impaired	Replacement of signs takes account of appropriate colour schemes/size for signs	Monitoring indicates signs are clear	Routes across site clear and understood