

Haven High Academy

Accessibility and Equality Plan

Claire Wilkinson June 2020

Review July 2021

**1. Improving Access to the Curriculum**

<b>Priority 1: Ensure that the curriculum and college environment are able to support divers needs by effectively tracking the Inclusion Development Plan</b>							
<b>Actions</b>	<b>Person/s Leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring &amp; Support Arrangements</b>	<b>Evaluation</b>	<b>Finance, Resources &amp; Training</b>	<b>Status RAG</b>
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing	<b>A Thompson/ S Wharff</b>	Annually and when required	Needs of all pupils are met	Reviewed when necessary by teachers	Curriculum led by needs of pupils and reviewed every year.		
1.2 Multi Agency assessments actioned for all students at risk	<b>J Amaral</b>	When required	Needs of all pupils are met	Agencies	Multi agency assessments take place when needed.		
1.3 External agency support is identified and delivered for all students in need	<b>J Amaral/ N Reeson/ C Wilkinson</b>	When required	Needs of all pupils are met		External agencies are used when needs are identified.		

1.4 Alternative Provision students access balanced curriculum	<b>J Amaral/ N Reeson</b>	When required	Needs of all pupils are met		Needs of pupils and reviewed every year.		
<b>Actions</b>	<b>Person/s Leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring &amp; Support Arrangements</b>	<b>Evaluation</b>	<b>Finance, Resources &amp; Training</b>	<b>Status RAG</b>
1.5 Students with identified needs have access to laptops and resources to support learning	<b>N Reeson</b>	When required	Needs of all pupils are met				
1.6 All students assessed for GCSE Access arrangements	<b>N Reeson</b>	When required	Needs of all pupils are met				
1.7 Academy environment reviewed by relevant senior manager to ensure access for all.	<b>C Wilkinson/ E Garbutt/ M Cunningham</b>	Annually and when required	Access is available for all	Caretaker/ Occupational Health	Environment is safe		

## 2. Improving Access to the Physical Environment

Priority 2: To improve outcomes for students and staff by improving access to the physical environment							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status RAG
2.1 To ensure all students/visitors access all areas of the academy.	<b>M Van Lier</b>	Annually and when required	Access is available for all				Yellow
2.2 To improve signage to standard format (consider Braille)	<b>M Van Lier</b>	Annually and when required					Green
2.3 Emergency evacuation systems to include PEEPS, GEEPS and alarm systems with both visual and auditory components	<b>M Van Lier</b>				PEEPS and GEEPS to be updated regularly. No visual components to Fire alarm system		Red
2.4 Ramps and lifts available at relevant points to ensure access to all parts of	<b>M Van Lier</b>						Yellow

the site, regardless of disability							
2.5 Classrooms optimally organised for disabled and pregnant students	<b>C Wilkinson</b>	Annually and when required	Access for all	Caretaker			

### 3. Improving Access to the Physical Environment

<b>Priority 3: To improve provision of information to ensure that all groups have equal access to college information</b>							
<b>Actions</b>	<b>Person/s Leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring &amp; Support Arrangements</b>	<b>Evaluation</b>	<b>Finance, Resources &amp; Training</b>	<b>Status RAG</b>
3.1 To improve communications to groups with protected characteristics	<b>C Wilkinson</b>	When required	Communications are clear				
3.2 To ensure the academy website is clear, simple and easy to navigate	<b>David Bruce</b>	Annually and when required	Website is clear		Website clear and easy to navigate		

#### 4. To actively promote Gender Equality throughout the Academy

Priority 4: To monitor and promote Gender Equality and take action where inequalities arise							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status RAG
4.1 Monitor balance of gender across employed staff	<b>S Grundy</b>	Annually	Gender balance where able		Monitored		
4.2 Support staff in accessing equal CPD opportunities	<b>K Albelda</b>	Annually	Support staff access quality CPD		Support staff to access training when required		
4.3 Promote gender equality through education and visual graphics in college	<b>J Amaral</b>	Ongoing	Pupils are tolerant		Visual represent all areas of the Academy community		
4.4 Actively challenge traditional gender stereotypes through education and positive role models	<b>J Amaral</b>	Ongoing	Pupils are tolerant		Delivered through PSHE and promotion of equality in student council and in careers lessons		

**5. To actively promote Race Equality throughout the Academy**

<b>Priority 4: To monitor and promote Race Equality and take action where inequalities arise</b>							
<b>Actions</b>	<b>Person/s Leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring &amp; Support Arrangements</b>	<b>Evaluation</b>	<b>Finance, Resources &amp; Training</b>	<b>Status RAG</b>
5.1 Monitor balance of minority race and ethnic groups across employed staff	<b>S Grundy</b>	Annually	Minority and ethnic groups are balanced where able		Monitored		
5.2 Support staff in accessing equal CPD opportunities	<b>K Albelda</b>	Annually	Support staff to access quality CPD		Support staff access training where required		
5.3 Promote race equality through education and visual graphics in college	<b>J Amaral</b>	Ongoing	Pupils are tolerant		Visuals represent the various cultures of the students attending the academy		
5.4 Promote academy visits to multi-cultural areas to increase	<b>T Broadbridge</b>	Ongoing	Pupils are tolerant		Range of trips offered to pupils and multi faith roadshow has		



awareness of multicultural society					visited. Also visit to Beth Shalom.		
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