

Accessibility Plan

Horringer Court Middle School



Approved by:	Mrs C Field	Date:
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils and their families

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a curriculum with high quality first teaching for all pupils based on starting points and next steps.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum. We work with experts in their field to support this: e.g. occupational therapists, speech and language therapists, Dyslexia Outreach Team, County Inclusive Research</i></p> <p><i>Curriculum progress is tracked for all pupils</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils. Pupils and their families are involved in this process through Pupil Passport termly reviews (or more frequently, if required).</i></p>	<p>To ensure that as our curriculum evolves and is developed that all pupils are able to fully access it.</p>	<p>SENDCo to continue to meet regularly with pupils and their families using the Pupil Passport as a vehicle to ensure that this objective is met.</p> <p>SENDCo to work closely with Heads of Department with regard to curriculum development.</p> <p>Continue to seek advice from outside agencies, as required.</p> <p>SENDCo to meet regularly with SEND Governor as 'critical friend'</p>	<p>SLT, SENDCo, SEND Governor and Heads of Department in the first instance.</p> <p>All teachers are teachers of SEND.</p>	<p>To be reviewed at the end of each term, but the Accessibility Plan is a working document.</p>	<p>Positive outcomes for all children with regard to progress.</p> <p>Barriers to learning addressed promptly</p> <p>.</p> <p>Whole school culture that every child can successfully access all areas of the curriculum.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <p><i>Ramps (we have worked with OTs on the suitability and use of portable ramps)</i></p> <p><i>Corridor width</i></p> <p><i>Disabled parking bays</i></p> <p><i>Accessible toilet and changing facilities</i></p> <p><i>Library shelves at wheelchair-accessible height</i></p> <p><i>Enhanced transition for pupils who need support with mobility in order to access school and the wider curriculum. This transition involves seeking expert advice from the young person, the family and outside agencies involved, making adaptations to the school building and sourcing equipment where necessary.</i></p> <p><i>Provision of quiet and calm spaces for children with sensory needs</i></p> <p><i>Meeting individual needs of parents through strong relationships and communication: i.e. supporting parent with learning disabilities around general school communication; making adjustments at Parents Evening for parents with disabilities</i></p>	<p>To ensure access to the physical environment for our pupils and their families.</p>	<p>SENDCo to meet with SEND Governor regularly to look at school from a range of perspectives.</p> <p>SENDCo to be aware of pupils due to join us in the future and to forward-plan for their transition, listening to the child and their family and seeking support from outside agencies and other experts as appropriate.</p> <p>SENDCo to gain views from pupils and their families using the Pupil Passport as a vehicle for dialogue around accessibility.</p>	<p>SLT, SEND Governor and SENDCo.</p> <p>Health and Safety personnel with the school and USP</p>	<p>To be reviewed at the end of each term, but the Accessibility Plan is a working document.</p>	<p>Potential barriers to accessibility have been identified and we have worked with other stakeholders to find solutions.</p>
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<p>Improve the delivery of information to pupils and their families</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources where necessary</i> • <i>Dyslexia-friendly classrooms</i> • <i>Use of remote platforms, such as Google Classroom</i> • <i>Key adults working with parents who require additional support to access general school communication</i> 	<p>To ensure all pupils and their families are able to access information.</p>	<p>Feedback through the Pupil Passport meetings.</p> <p>Systems in place to support access to information provided online.</p> <p>Head of ICT to monitor access to information provided online and to provide support where needed.</p>	<p>SLT, SEND Governor, SENDCo and ICT teacher.</p>	<p>To be reviewed at the end of each term, but the Accessibility Plan is a working document.</p>	<p>All pupils and their families have equal access to information shared</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy