

ACCESSIBILITY PLAN

Important: This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
Name and Title of Author:	Jodie Sweeney SENDCo
Name of Responsible Committee/Individual:	Local Governing Body
Created:	Summer 2022
Last reviewed:	Summer 2022
Next Review	Summer 2025
Related Documents:	Special Educational Needs and Disability Procedure Special Educational Needs and Disability Policy SEND Information Report Managing Medicines Policy

Contents

1. Aims	2
2. Legislation and guidance.....	2
3. Action Plan	4
4. Monitoring Arrangements	8
5. Links with other policies.....	8

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'* The purpose of the plan is to:

- Increase the extent to which disabled young people can participate in the school's curriculum;
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled young people are able to take advantage of education, benefits, facilities and services provided or offered by the school; and
- Improve the availability of accessible information to disabled young people.

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

At South Hunsley School we aim to ensure that our school environment is fully inclusive and provides access for all of our students. South Hunsley School is committed to equal opportunities and understands and responds effectively to children and adults with disabilities. We will provide a friendly, secure and safe environment for all where every student has the opportunity for full involvement in school activities and extra-curricular life. 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 accessibility plan will be made available online on the school website, and paper copies are available upon request, with enlarged text if necessary.

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.

In addition to the Accessibility Plan, we will;

- Continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for young people, so that we can improve the access for both individuals and groups.
- Work to provide an atmosphere where all young people feel safe and valued.
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

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. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

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

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

3. Action Plan

Lead member of staff: Jodie Sweeney

Date: July 2022

Date of Review: July 2025

Name of Reviewer: Jodie Sweeney

The main priorities in our Accessibility Plan focus on:

- Increasing the extent to which disabled young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled young people can take advantage of education and associated services.
- Improving the delivery to disabled young people of information that is provided in writing for young people who are not disabled.

South Hunsley School and Sixth Form will monitor the implementation of the plan and keep under review the access needs of the school.

Focus: Access to the Curriculum:

Aim	Current good practice	Actions	People Involved	Time frame	Outcome
<p>Increase access to the curriculum for students with a disability by:</p> <ul style="list-style-type: none"> • Raising awareness and understanding about supporting students with a disability. • Improving ease of access to student information to make systems more efficient. • SENDCo and Curriculum lead to work with Subject Leaders to ensure the curriculum in each subject area is accessible to all students. 	<p>Our school has a strong, broad and balanced curriculum offer for all students.</p> <p>Strategic deployment of TA team by the SENDCo.</p> <p>Students with additional needs have a support plan which informs all staff how to support them in the classroom.</p> <p>Adaptations to timetables allows safe movement and there is access to a range of specialist equipment where needed.</p>	<p>SENDCo to update student support plans and create one clear system to share information. Staff to be provided training on this.</p> <p>Quality Assurance in place including student voice.</p>	<p>SENDCo</p> <p>SENDCo/ Subject Leaders</p> <p>SENDCo/ Data team</p>	<p>July 2022- July 2023 – Short Term</p> <p>Ongoing – Long Term</p> <p>Ongoing – Long Term</p> <p>Ongoing – Long Term</p>	<p>Inclusive practice to ensure that students with a disability have access to the full curriculum which supports future learning and employment.</p> <p>Teachers know the needs of students and strategies to support SEND students.</p> <p>Students with an additional need make good progress at South Hunsley School in all subject areas.</p>

<ul style="list-style-type: none"> • SENDCo and Curriculum Lead to work with staff to ensure wave 1 and wave 2 interventions are in place in all classrooms. • Developing classroom teaching strategies that improve literacy capabilities of students through a 3 year Literacy Development Plan. • Ensure the right interventions are in place to provide additional support to access the curriculum 	<p>Students who require support to access the curriculum have this in place in all subject areas.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>Curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Deputy Head (student experience), SENDCo and Assistant Head (Data) meet to review the data of the new intake to ensure the right interventions are in place to meet the needs of the cohort.</p> <p>Championing of extra-curricular activities and sporting events designed for students with a disability.</p> <p>Bespoke programmes in place for students with a disability where suggested by professionals from relevant agencies.</p>	<p>Reviewing of data for all students after each data collection.</p> <p>Continue implementing and reviewing the 3 year literacy action plan.</p>	<p>SENDCo, Curriculum lead, all staff</p>		<p>Equal opportunities for all students are promoted across all areas in school.</p> <p>Increased levels of literacy for students allowing greater access to the curriculum.</p>
--	---	---	---	--	--

Focus: Access to the Physical Environment:

Aim	Current good practice	Action	People Involved	Time frame	Outcome
<p>Improve and maintain access to the physical environment by:</p> <ul style="list-style-type: none"> Ensuring the maintenance and review of specialist equipment happens annually Ensuring that members of the SEND team are qualified to move and handle students with a physical disability. Ensuring that health care plans are in place for identified students and accessible to staff. 	<p>The school environment is adapted to the needs of students/staff as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps Lifts Corridor / Door width Automatic doors Disabled parking bays Accessible toilets and changing facilities Personal Management Room Adapted furniture where needed Additional accessibility resources such as writing slopes 	<p>To review signage to make sure signs are accessible to all students and staff.</p> <p>To review the current fire alarm system and explore systems that are visual.</p> <p>Maintain access to all relevant areas to meet the needs of those with a disability.</p> <p>Where any new requirements emerge ensure that they are effectively met and maintained. Do this with relevant external agencies as needed</p>	<p>Sight Manager and SENDCo</p> <p>Site Manager and SENDCo</p> <p>Site Manager</p> <p>SENDCo and Site Manager</p> <p>SENDCo and Site Manager</p>	<p>July 2022- July 2023 – Short Term</p> <p>July 2022- July 2023 – Short Term</p> <p>Ongoing – Long Term</p> <p>Ongoing – Long Term</p>	<p>Specialist equipment is maintained and is in good working order.</p> <p>Students with physical disabilities, are supported appropriately.</p> <p>Students with health needs are able to access the school environment safely and have access to the appropriate support.</p> <p>Staff, students and visitors have access to signage across the school site.</p> <p>Alternative systems identified.</p> <p>The environment remains adapted to the needs of students/staff in all areas.</p>

	<ul style="list-style-type: none"> • Highly visible markings • Printing in an accessible font and size where needed • Classrooms on the ground or first floor accessible by lift for all subject areas • Bespoke programmes for PE where needed. 	Full assessment undertaken for anyone new to the school or with a newly identified disability.		Ongoing – Long Term	
--	--	--	--	-------------------------------	--

Focus: Access to Information

Aim	Current good practice	Action	People Involved	Time frame	Outcome/ Review Evaluation
<p>Improve the delivery of information to pupils with a disability by:</p> <ul style="list-style-type: none"> • Ensuring that all required font sizes are used when printing work. • Ensuring that ICT is used to present written information in different formats as appropriate • Ensuring visuals are used where appropriate alongside words to improve delivery of information. 	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources including books • Coloured printing, coloured exercise books and overlay resources • Audio books 	<p>Check that all student support plans clearly state the minimum font size needed where appropriate.</p> <p>Audit the book resources that are used in the curriculum and ensure we have large print options.</p> <p>Website check to ensure the website provides good access to</p>	SENDCo	July 2022- July 2023 – Short Term	<p>Improved access to resources and information for students, staff, parents and carers with visual difficulties.</p> <p>Pupils and families have direct access through the website to relevant information and contacts.</p>

	<ul style="list-style-type: none"> • Pictorial or symbolic representations • TA support • Resources and strategies recommended by SaPTS and SALT on a student led needs basis. 	relevant information for students and families.			
--	---	---	--	--	--

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 Head of School and the Trust Board and will be available on the South Hunsley School website.

5. Links with other policies

Other School Policies and Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Special Educational Needs and Disability Procedure
- Special Educational Needs and Disability Policy
- SEND Information Report
- Managing Medicines Policy
- The School's Complaints Procedure