

Horton Lodge Community Special School

'Working Together – Achieving Potential'



Accessibility Plan 2018-2021

Approved by:

Date:

Last reviewed on:

Next review due by:



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Accessibility Plan

September 2018 - 2021

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

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, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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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 <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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils which follows three different pathways depending on the pupils' needs.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Assessment processes are accurate for the pathways model.</p> <p>Develop INSET training based on the needs of the school</p>	<p>Research and implement an assessment system that is fit for purpose</p> <p>Audit of training and plan of training each year</p>	<p>HT/WM</p> <p>HT</p>	<p>Sept 19</p> <p>Sept 21</p>	<p>Assessment shows all progress for all pupils that is relevant and informs future planning</p> <p>All pupils access up to date learning</p>



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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Hoists • Accessible pool using steps and hoist 	<p>Ensure all pupils are able to access the swimming pool.</p> <p>Early Years pupils have appropriate access to outside</p>	<p>Audit of pool equipment including hoist, changing beds, swim aids</p> <p>Canopy to be fitted</p>	<p>HT/AHT</p> <p>HT/AP</p>	<p>Sept 19</p> <p>Sept 19</p>	<p>All pupils swim on a weekly basis</p> <p>Equipment is fit for purpose</p> <p>Funding is sought and canopy fitted</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representation • Makaton • PODD 	<p>Ensure that visual symbols are used effectively for pupils</p> <p>Increase knowledge and understanding of PODD</p>	<p>Update and use additional visual symbols</p> <p>All staff to receive training</p>	<p>HT/EP</p> <p>HT/AHT</p>	<p>Sept 19</p> <p>Dec 18</p>	<p>Pupils are able to navigate using visual symbols to increase independence</p> <p>Staff will use PODD more confidently, allowing pupils to communicate and receive information more effectively</p>



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 body

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

