

# Horton Lodge Community Special School

'Working Hand in Hand to Achieve Potential'



## Accessibility Plan

**Approved by:**

**Date:**

**Last reviewed on:** Autumn 2021

**Next review due by:** Autumn 2024



## **1. Aims**

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

### **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 personalised curriculum with specialist approaches according to pupil need.</p> <p>We use resources tailored to the needs of the pupils who require support to access the curriculum.</p> <p>Individual progress is tracked for all pupils.</p> <p>Targets are set effectively and are linked to EHCPs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure assessment processes accurately track individual progress and lead to improved outcomes.</p> <p>Develop INSET training based on the needs of the school (SEF / SDP led).</p>	<p>Implement an individualised recording, assessment and progress systems.</p> <p>Carry out an analysis to ensure impact of the recording, assessment and progress systems.</p> <p>Audit the training and plan of training each year.</p>	<p>HT</p> <p>SLT</p>	<p>2021</p> <p>2022</p> <p>2023</p>	<p>Recording, assessment and progress procedures is personal, relevant and informs future planning.</p> <p>Staff training and CPD is up to date and increases pupil access.</p>
<p>Improve and maintain access to</p>	<p>The environment is adapted to the needs of the needs of pupils as required.</p>	<p>Ensure all pupils are able to access the swimming pool.</p>	<p>Audit of pool equipment including hoist, changing beds,</p>	<p>SLT</p>	<p>2021</p>	<p>Pupils have access to a block of swimming</p>



<p>the physical environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Hoists</li> <li>• Accessible pool using steps and hoist</li> </ul>	<p>Early Years pupils have appropriate access to outside.</p> <p>Ensure that all staff are aware of creating a VI and HI friendly environment.</p>	<p>swim aids</p> <p>The Sunshine Room in Early Years has access to the canopy play area.</p> <p>Assign a VI / HI champion to audit and complete an action plan.</p>	<p>SLT / AP</p> <p>SR</p>	<p>2022-23</p> <p>Ongoing</p>	<p>Equipment is sufficient.</p> <p>Funding / bids are sought and a door to outside is installed in the Sunshine Room.</p> <p>Classrooms and communal areas are VI and HI friendly.</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.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representation</li> <li>• Makaton</li> <li>• PODD</li> </ul>	<p>Ensure that symbol systems are used effectively for pupils.</p> <p>Increase staff knowledge of PODD and Makaton.</p>	<p>Continued focus on PODD / Additional Language Displays.</p> <p>All staff to have training and ongoing development to develop competence in communication approaches.</p>	<p>SD / EO</p> <p>HT / SD / EO</p>	<p>2021</p> <p>Ongoing</p>	<p>Pupils utilise symbols for receptive and expressive communication.</p> <p>Staff use symbol supported / Makaton communication with confidence, allowing pupils to develop their receptive and expressive communication.</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