



HEBBURN

Comprehensive School

Accessibility Plan

Review Period	Recommended Every 3 Years		
Date of next review	January 2025	Author	M Payne
Type of Policy	Statutory	Approval	Governing Body
Signed by:			
Head Teacher	Mr D Thompson	Date: 27 January 2022	
Chair of Governors	CLlr A Ellison	Date: 27 January 2022	

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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 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.

We aim to provide, for every pupil, an education which is appropriate to their needs and ability.

- To provide a safe and secure environment in which a high-quality education can be delivered.
- To promote and support the intellectual, physical, moral, spiritual and cultural welfare of the individual.
- To promote positive attitudes, raise aspirations and embed ambition.
- To promote the principles of self-fulfillment, personal achievement and enterprise in all aspects of each pupils' development.

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

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.

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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Short term:</p> <p>Ensure additional curriculum support is maintained for pupils on a needs basis</p>	Review of support available to ensure additional support is in place	MP/HO/JRy	Ongoing	All support needs accommodated
		<p>Medium term:</p> <p>Ensure support staffing levels are adequate to maintain levels of support and staff training in place</p>	Review of projected support needs.	DRT/MP	Easter 2022	Support staffing levels adequate to ensure full support is in place
		<p>Long term:</p> <p>Curriculum offer to be monitored and adapted</p>	Review of pupil needs and curriculum offer	DC/MP	July 2022	Curriculum offer in place.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • The school entrance for staff has a ramp for ease of access and the pupil entrance is level with the boulevard. • The school has a lift to allow access to all three floors. • Corridors are wide enough to allow chairs to be maneuvered safely. • There are six disabled parking bays for vehicles immediately adjacent to the school entrance. • Each level of the building and the music and PE blocks • Stairs have a different coloured strip at the front to help those with visual impairment • Door handles are at an appropriate height for use by all. 	Short term- Maintain upkeep of environment to remove the chance of injury. Increase the number of staff trained in lifting pupils in case of fire.	Staff training in manual lifting for a number of staff.	RM	Easter 2022	Staff trained
		Medium term- Ensure that practical equipment is available in technical subjects to allow access for all.	Corridors kept clear and floors, stairs and fixtures maintained.	AK/RM	Ongoing	
		Long term- Be prepared to adapt rooms to accommodate pupils with a range of disabilities.	Look at schemes of work and identify equipment needed.	DP/SW/SS/CWi/RM	July 2022	All pupils able to take full part in all lessons
			Continue to get full information on each pupil before entry and ensure that their physical needs can be met.	MP/RM	When needed	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<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 loop in reception • Information displayed on screens around the building. 	<p>Short term</p> <p>Improve signage for blind and partially sighted pupils by adding Braille signs in corridors.</p> <p>Medium term</p> <p>Have more pictorial information displayed around the building.</p> <p>Include more information on the pupils 'Home page'</p>	<p>Audit current signage to decide how best to improve it.</p> <p>Develop the stock of large print and Braille books so that there is a variety of reading material .</p> <p>Regular updates and information on pupils 'Home page'</p>	<p>BG/RM</p> <p>LO/AP</p> <p>DP/SLT</p>	<p>Jan 2022</p> <p>July 2022</p> <p>July 2022</p>	<p>Plan made of how to improve signage.</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 Board.

5. Links with Other Policies

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

- Risk assessment
- 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

