

# Accessibility Plan 2022/23

## Introduction

This plan is drawn up in accordance with current legislation and requirements as specified by the Equality Act 2010. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by the Department for Education and Skills (DfES) in July 2002, now known as the Department for Education (DfE).

## Definition of Disability

Disability is defined in the Equality Act 2010 as: “A person has a disability 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 carry out normal day to day activities.”

## Key Objective

To reduce and eliminate barriers which restrict students’ access to the curriculum and participation in the school community.

## Principles

The Skills Hub seeks to ensure that compliance is consistent with the school’s aims, the Equality & Diversity Policy, and the SEN Policy.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled students in admissions, exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish an Accessibility Plan.

## The school will

- Recognise and value parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2015 framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges; responding to students’ diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of students.

## **Education & related activities**

The school will continue to seek and follow the advice of LA services, such as Special Education and Disability Needs (SEND) teachers/advisors, and other appropriate health professionals and consultants.

With regard to controlled assessments and examinations, the school will in all cases adhere to the JCQ guidelines on “Access Arrangements, Reasonable Adjustments and Special Consideration”.

## **Physical environment**

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, and more accessible facilities and fittings.

## **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Financial planning and control**

The Principal and the Senior Leadership Team, together with OHC&AT Finance staff and members of the Local Governing Body, will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan will be integrated into the School Development Plan.

Action Plan: The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the key objectives of the Accessibility Plan is met (Appendix A).

## **Plan Availability**

The school makes its accessibility plan available in the following ways:

- A copy is held in the school office alongside the Health & Safety (H&S) documentation;
- A copy is posted on the school website;
- A copy can be emailed or posted on request.

## **Related Policies and Procedures**

School Development Plan

Child Protection Safeguarding Policy and Procedure

SEN Policy

Equality & Diversity Policy

Curriculum Policies

Exams Policy

### Appendix A: Accessibility Targets

		Objective	Strategy	Outcome
Short Term	1.	Ensure compliance with the school's aims, the Equality & Diversity Policy, and the operation of the school's SEN Policy.	Staff and Local Governing Body informed of requirements and obligations regarding the Accessibility Plan.	Staff and Local Governing Body aware of requirements.
	2.	Liaise with mainstream and special schools to share good practice and strategies.	Arrange visits for staff to observe working practices	Increase staff confidence and competence in delivering the curriculum to students with disabilities.
	3.	Availability of written material in alternative formats for both students and parents upon request.	The school makes itself aware of the services available through its LA for converting written information into alternative formats	If needed the school can provide written information in alternative formats
Medium Term	4.	Training for teachers on differentiating the curriculum.	Designated staff to deliver training sessions to staff.	Teachers are able to fully meet the requirements of students' needs in accessing the curriculum
	5.	Employ specialist support to identify barriers to learning	Ensure students are assessed accurately and needs identified	Students able to access learning with bespoke support where required
	6.	Improve access to curriculum by use of assistive technology.	To consult with external specialist on assistive technology	Increase students' independence in accessing the curriculum and ICT
Long Term	7.	To continue to develop new and improved resources that increase students' access to learning.	To continue to research new technologies in support of our curriculum.	To see improved use of technology to support lessons across all curriculum areas.