

# Accessibility plan

Hook-with-Warsash C.E. Academy



Signed:  
Chair of Governors \_\_\_\_\_

Headteacher \_\_\_\_\_

Reviewed: March 2025

Date to be Reviewed: March 2028

Statutory review period: Every 3 years.

**Pupil Discipline, Curriculum & Early Years Committee**

***“Let Your Light Shine”***

***To provide an inspirational environment based on Christian values where individuals can excel and flourish academically, socially and emotionally, preparing them for life’s journey***

## Contents

|                                    |   |
|------------------------------------|---|
| 1. Aims .....                      | 2 |
| 2. Legislation and guidance .....  | 2 |
| 3. Action plan .....               | 3 |
| 4. Monitoring arrangements .....   | 6 |
| 5. Links with other policies ..... | 6 |

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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, 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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                  | SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                                |
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| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>• Our school offers an inclusive curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability. The impact of implemented strategies is reviewed.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils. Appropriate adjustments are made to ensure all pupils can access the curriculum.</li> </ul> | Training for teachers and LSAs on ensuring all children can access the curriculum. | <ul style="list-style-type: none"> <li>• Ensure that staff receive the necessary training to support and teach disabled pupils.</li> <li>• Ensure that the classrooms are optimally organised for disabled pupils</li> <li>• Ensure all lessons provide opportunities for all pupils to achieve</li> <li>• Check that all lessons are responsive to pupil disability</li> <li>• Ensure that all pupils are encouraged to take part in enrichment activities such as music (e.g. collaborative concert), drama (production) and physical activities</li> <li>• Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a child with a hearing impairment, cognitive impairment, physical exercise for some children with disabilities</li> <li>• Ensure that all children can access IT</li> <li>• Check that school visits are open to all</li> <li>• Provide high expectations for all pupils</li> <li>• Seek to remove all barriers to learning and participation</li> <li>• Liaise with outside agencies including specialist teachers</li> </ul> | SLT<br>SENDCo/<br>Inclusion manager | <p>Observed classroom practice reflects the needs of all children</p> <p>Resources made/purchased and available for use e.g. dyslexia friendly resources and resources for visually/physically impaired pupils</p> <p>Support staff are able to work with increased knowledge and provide appropriate resources for pupils.</p> |

| AIM                                                     | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | OBJECTIVES                                                                                                                                                                                                                                   | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | PERSON RESPONSIBLE         | SUCCESS CRITERIA                                                                                                                                 |
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| Improve and maintain access to the physical environment | <ul style="list-style-type: none"> <li>• All classroom teaching spaces are arranged over a single story</li> <li>• Ramps are accessible and available to facilitate entry to the building for wheelchair users</li> <li>• Disabled parking bays are available</li> <li>• Disabled toilet available within the building</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• New SENDCo room constructed with two doors to ensure wheelchair accessibility to school</li> </ul> | <p>Ensure all stakeholders have full access to the site and its grounds</p> <p>Ensure safe evacuation of disabled persons in emergency</p> <p>Future building development includes elements to ensure accessibility for disabled persons</p> | <ul style="list-style-type: none"> <li>• Check the layout of areas allow access for all pupils</li> <li>• Ensure that wheelchairs can access the whole building</li> <li>• Ensure steps/slopes are highlighted with yellow marking strips</li> <li>• Check all areas are well lit</li> <li>• Ensure furniture is selected and located to suit all children</li> <li>• Further consult with those with physical disabilities to review practice and provision (specialist advice)</li> <li>• Ensure Personal Emergency Evacuation Plans (PEEPs) are in place for all pupils with difficulties.</li> <li>• Ensure medical Care Plans are in place for all pupils with difficulties, and are regularly reviewed.</li> <li>• Ensure that the new wraparound care building has ramp access.</li> </ul> | SLT<br>Site team<br>SENDCo | <p>The environment is adapted to the needs of the pupils</p> <p>Site inspections note that consideration is given to users with disabilities</p> |

| AIM                                                            | CURRENT GOOD PRACTICE                                                                                                                                                                                  | OBJECTIVES                                                                                                                                                                                                                                      | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                                                                                             | PERSON RESPONSIBLE | SUCCESS CRITERIA                                                                                                                                                                                                                                                                      |
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| Improve the delivery of written information to disabled pupils | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Pictorial or symbolic representations</li> </ul> | <p>Understand the needs of pupils and ensure information is available in relevant formats</p> <p>The school makes itself aware of the services available through other agencies for converting written information into alternative formats</p> | <ul style="list-style-type: none"> <li>Provide information and letters in clear print and 'simple' English</li> <li>Use of software to create visual prompts, timetables and social stories</li> <li>School office will support and help parents to access information and complete school forms</li> <li>Access to translators, sign language interpreters to be considered and offered if required</li> </ul> | SLT<br>SENDCo      | <p>Pupils have access to curriculum information and all other school information in a format that meets their needs</p> <p>Pupils are able to navigate the school regardless of disability</p> <p>Pupils have access to curriculum information in a format that meets their needs</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 reviewed by the curriculum committee, the SENDCo and the Headteacher.

It will be approved by the governing body.

## **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy