

Horizons Independent School

ACCESSIBILITY POLICY

Procedure/Guidance

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Reviewed by: RBoulton

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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 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.

All employees and students must demonstrate the school's core values:

Responsible – we take responsibility for our own actions, staying safe and happy and taking ownership of our choices and decisions.

Helpful – we will work together as a team and always think of others.

Inspiration – we will look to the positive examples of others to discover new ways of learning and working

Honesty – we will make things clear and straightforward and tell the truth.

Compassion – we will be brave, believe in what we do and care about others

Nurture – we believe that every young person deserves to learn and thrive in a caring and safe environment.

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

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Horizons Independent 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.

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 	Short Term All staff are continually trained to employ quality teaching strategies in response to individual needs.	Curriculum flexible and continually adapted in response to changing needs as informed by SLT/SENCO lead.	SENCO to oversee / advise	Ongoing	Students to make progress and achieve, ongoing observations of lessons by subject leads.
		Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of our students. All students have a bespoke pathway/ curriculum.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SENCO to oversee / advise	Ongoing	Staff are confident at using and developing strategies. Students benefit from an adapted / flexible delivery of curriculum appropriate to need.

	<ul style="list-style-type: none"> The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Medium Term</p> <p>Ensure that we have several specialist staff so we always have the expertise required within the team to adapt to any changes necessary</p> <p>Long Term</p> <p>Options curriculum further explored and adapted to suit the needs of all learners including accessibility of equipment/activities</p>	<p>Regular Staff Supervision to discuss any learning needs or training courses that are identified.</p> <p>Additional agencies for delivery to be sought with any additional or adapted equipment to be purchased if necessary.</p>	<p>Assistant Head/DSL to advise and direct training needs for staff.</p> <p>Whole staff team.</p>	Ongoing	<p>Ongoing staff training program and qualifications in place to ensure the learning and physical needs of all our students are being met</p> <p>All students access the options curriculum regardless of activities.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled toilets and changing facilities 	<p>Short Term</p> <p>Students with specific needs have all the appropriate equipment they need.</p> <p>Evacuation plans</p>	<p>Purchase of specific software to support students with dyslexia.</p> <p>Ongoing training</p>	<p>SENCO</p> <p>Site</p>	<p>Trials of software to purchase once decided on the best option.</p> <p>Ongoing</p>	<p>To provide further support to enhance students' offers.</p> <p>All staff and students</p>

		<p>identified and displayed for all students to access.</p> <p>Medium Term</p> <p>To continue to keep all warning lights and emergency lighting to support staff and students with specific needs.</p> <p>Long Term</p> <p>To ensure any new building or site allows independent access for all.</p>	<p>and regular practices for students and staff.</p> <p>All areas both internal and external included with ongoing maintenance, checked in line with legislations</p> <p>Ensure total compliance with building and health and safety regs.</p> <p>Including fire exits and warning systems are operational.</p>	<p>Maintenance / SENCO</p> <p>Site Maintenance</p> <p>Site Maintenance</p>	<p>Ongoing – new buildings to be included</p> <p>Ongoing</p>	<p>are aware of procedures for emergencies.</p> <p>All students particularly those with high needs can navigate successfully around school safely.</p> <p>All students can access all areas independently.</p>
Improve the delivery of information to pupils with a disability	<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"> • Internal signage 	<p>Short Term</p> <p>ICT suite updated with software to support learners with specific needs</p>	<p>Suitable software to be implemented to allow students to access additional resources /</p>	SENCO	Ongoing	Improved systems across the school.

	<ul style="list-style-type: none"> • Communication Aids • British Sign Language • Large print resources 	<p>Medium Term</p> <p>All systems serviced and operational.</p> <p>Long Term</p> <p>For staff and specific students to qualify to Level 1 BSL</p>	<p>interventions.</p> <p>All curriculum areas adequately resourced.</p> <p>Teacher identified to deliver classes.</p>	<p>SENCO</p> <p>SLT / SENCO</p>	<p>Review and test regularly</p> <p>Ongoing</p>	<p>Staff and students to be confident of alerts and can become independent.</p> <p>To up-skill staff and students to communicate effectively with students with high needs.</p>
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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 Head of School.

5. Links with other policies

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

- Health and safety policy
- Equality
- SEND Policy and information report
- Supporting pupils with medical conditions policy
- Safeguarding policy
- Equality and Diversity policy