

Accessibility Plan



HOUSTONE
SCHOOL

Version / Last Reviewed on:	September 2023	Next Review:	September 2026
------------------------------------	----------------	---------------------	----------------

Contents

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

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

Houstone 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.

Our school is driven by the Advantage Schools vision that 'we believe, given the right circumstances, all children are capable of extraordinary things'. We believe that it is our responsibility to provide that setting and those circumstances for all children to have the same opportunities and access to the curriculum.

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. To make a complaint, please email info@houstoneschool.co.uk in the first instance.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, trustees and governors.

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 Include established practice, and practice under development	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"> • Wheelchair-friendly desks in almost all classrooms • Hearing aid option across the site • Step-free access to all areas of the site • Parent and staff meetings held for subjects such as PE and drama to discuss how to ensure the curriculum is as inclusive as possible (if we do something different for a disabled child, the whole class will do something different) • High quality Promethean screens in the classroom to show clear text and images • Use of bespoke textbooks in lessons (booklets) to deliver lessons. • Curriculum progress is tracked for all pupils, including those with a disability 	For all pupils to feel included in all parts of the school.	NONE NEEDED	NONE NEEDED	NONE NEEDED	NONE NEEDED
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Every part of the site can be accessed step-free • Lifts • Corridor width 	For all pupils to feel included in all parts of the school.	NONE NEEDED	NONE NEEDED	NONE NEEDED	NONE NEEDED

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Wheelchair-friendly desks in almost all classrooms 					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	For all pupils to feel included in all parts of the school.	NONE NEEDED	NONE NEEDED	NONE NEEDED	NONE NEEDED

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 SENDCO and approved by the Principal.

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