

# Horatio House Independent school

## Accessibility plan



**Approved by:** [Name]

**Date:** [Date]

**Last reviewed on:** [Date]

**Next review due by:** [Date]

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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.

We strive to ensure:

- That Horatio House Independent school is inclusive and values difference by seeking to ensure that its services are relevant and accessible to all.
- We attracting, recruit, retain and develop the very best talented people from all sections of the community to contribute at every level.
- We recognise that people from different backgrounds, cultures, skills and experiences can bring new ideas and perceptions that will help increase organisational efficiency and improve our services
- We create an environment that upholds the right of everyone to be treated with respect and dignity, creating a totally fear-free culture allowing everyone to work in an environment for growth and personal development.
- That no one coming into contact with Horatio House Independent school receives less favourable treatment because of any reason
- We embrace difference, listening to and meeting the changing needs of its students, staff, partners and governors.
- We maintain an ongoing commitment to Equality and Diversity. To ensure that it is integrated into all policies, practices, training and service delivery.
- That the Governors and all the staff have a responsibility to be pro-active in promoting diversity and equality, and in tackling discrimination. 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Building

Horatio House Independent school has been in its current location since 2018. It is a 1980s two storey building, housing classrooms, gym, cloakrooms and offices on the ground floor and classrooms and offices on the top floor which is accessed by two sets of stairs. There are toilets on both floors, but no disabled toilet.

The ground floor is used for administration purposes and contains the reception area, Headteacher office, meeting room, classrooms and kitchen/lab. There is also a garage on the ground floor for vehicle maintenance. On the first floor there are offices, classrooms, server cupboard and toilets. All access to the school house is via several steps. The main entrance to the School has no level access and steps, however, there is level access at the students entrance doors. Apart from this, all points of access to and from the main building contain steps.

At present we have no wheelchair dependent pupils, parents or members of staff.

### **Current Range of known disabilities**

The school has children with a range of moderate behavioural disabilities.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

*The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.*

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our approach is to:</p> <p>Offer a differentiated curriculum for all pupils.</p> <p>Use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>When purchasing Curriculum resources include examples of people with disabilities.</p> <p>Ensure curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Ensure targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Ensure the curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Improving teaching and learning lies at the heart of the school's work.</p> <p>It is a core value of the school that all children are enabled to participate fully in the broader life of the school.</p> <p>Consequently, all children have always been permitted to attend age relevant leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation attendance may be used as a suitable short term sanction and to ensure the safety of others.</p>	<p>Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.</p>	<p>Head teacher</p>	<p>Ongoing</p>	

<p>Improve and maintain access to the physical environment</p>	<p>Currently, the corridors are wide enough for wheelchairs, however, other areas are not DDA compliant</p>	<p>Our long term plan is to create an environment which is adapted and suitable to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Electric stair chair</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Vocational benches/workstations are at wheelchair-accessible height</li> </ul>	<p>Research and costings to be completed and an action plan created</p>	<p>Estates team</p>	<p>Within 2 years</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Currently, the school uses pictorial images and has access to large print resources. Currently, there are no other communication methods available.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> </ul>	<p>Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils'</p>	<p>Teaching staff and Head teacher</p>	<p>Ongoing</p>	

		Pictorial or symbolic representations	and parents' preferred formats and be made available within a reasonable timeframe			
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#### 4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and Governing body.

#### 5. Links with other policies

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

- Risk assessment policy
- 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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two	Explore possibility of installing Electric chair to stairs	Health and Safety Officer	
Corridor access	Corridor access is clear, except for fire doors	Explore possibility of installing automatic opening doors	Health and Safety Officer	
Lifts	No lifts in the building	Not possible to install a lift	N/A	
Parking bays	No designated disabled parking bays	Maintenance team to create 2 to 3 disabled bays	Maintenance Team leader	
Entrances	Main reception and student entrance	Investigate possibility of creating wheelchair ramp for main reception. Student entrance has flat surface	Maintenance Team leader	
Toilets	Sufficient student and staff toilets but no disabled toilet	Identify a toilet suitable for disabled toilet	Health and Safety Officer	
Reception area	Signage to be in other languages and Braille, Receptionists to be able to access staff who are able to conduct sign language	Train staff in sign language	Head teacher	

Internal signage	No Braille signs	Purchase signs in Braille	Health and Safety Officer	
Emergency escape routes	Adequate escape exits, but querying signage	Obtain escape route signage	Health and Safety Officer	