



"We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success"



Accessibility plan

Cycle:	2
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements.....	Error! Bookmark not defined.
5. Links with other policies.....	Error! Bookmark not defined.

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.

Horsted School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, 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.

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

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.

3. Action plan

This plan sets out the proposals of the Governing committee of Horsted School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA & Equality Act;

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of educational and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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

AIM	ACTIONS/ STRATEGIES	WHEN	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Staff will ensure planning considers appropriate differentiation or adaptation to address pupil need and remove barriers to learning. • High expectations of all students. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people from all ethnicities, disabilities etc. • Curriculum progress is tracked for all pupils. • Classroom organisation (strategies to meet immediate short-term needs are always in place) • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Advise from Local authority and other schools is sought and put into place when necessary. • Staff training is appropriate to the needs of the children. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>As Appropriate</p> <p>As Appropriate</p>	<ul style="list-style-type: none"> • Removal of barriers to learning and participation. • Higher achievement by all. • Fewer disaffected and underachieving students. • Students achieve target. • Classrooms optimally organised for disabled students. • Students working at their own level and achieving their targets. • Teachers and LSAs have the necessary training to teach and support current disabled students.

AIM	ACTIONS/ STRATEGIES	WHEN	SUCCESS CRITERIA
To meet the needs of individuals during statutory end of KS2 tests.	<ul style="list-style-type: none"> • Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. 	Annually	<ul style="list-style-type: none"> • Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This could include:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Enlarged signage • Appropriate sized ICT equipment • Hearing loop in the school reception area. • Lighting 	<p>Items are assessed annually or as needed.</p> <p>Regular site visits made by Site team to ensure all are meeting health and safety requirements.</p>	All children will be able to move safely around the school, access the signage and see resources/ equipment effectively.

AIM	ACTIONS/ STRATEGIES	WHEN	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils/ parents with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Face to face meetings to go through letters/ policies etc • Ensure all documents are shared as a PDF to be reader supported. • Access support from relevant support services as required. • Children's printed worksheets/ tests etc are modified to their requirement. • Ensure parents have access to our SEN provision/SEN school offer currently on the school website. • Parents meet regularly with SENCO to access further support and advice. • Ensure that the annual report to parents of SEND is accessible and informative for parents. 	<p>Ongoing as required</p>	<p>Written information will always be provided in alternative formats as necessary</p> <p>Parent/school communication is strong</p> <p>Parents confidently contact SENCO for support and advice.</p>
<p>Improve the lunchtime experience</p>	<p>Our school uses a range of adaptations to lunchtimes to ensure children are able to receive the time to enjoy their lunch break. These include</p> <ul style="list-style-type: none"> • Quiet space/ individual table to eat at • Adult support • Quiet Indoor space to relax in away from noisy playground 	<p>Daily</p>	<p>All children can access adequate time for lunch</p> <p>All children can access a space where they can rest and relax.</p>

AIM	ACTIONS/ STRATEGIES	WHEN	SUCCESS CRITERIA
Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the school main reception	Ongoing	There is a place for disabled members of staff and visitors to park throughout the school day.
All school visits and trips need to be accessible to all pupils.	<ul style="list-style-type: none"> • Risk assessments to ensure that all children including children with physical disabilities can access trips. • Ensure venues and means of transport are vetted for suitability. • Ensure staff are fully briefed with regards to children with SEND. 	Ongoing	All pupils are able to access all school trips and take part in a range of activities
Pupil Voice	<ul style="list-style-type: none"> • Children are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed. 	Ongoing	Children voice is heard and acted upon.
Whole School Evacuation	<ul style="list-style-type: none"> • Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to keep fire exits clear • Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if needed. 	<p>Daily</p> <p>Annually, and as new children join the school throughout the year</p>	<p>All disabled personnel and pupils have safe exits from school.</p> <p>All physically disabled persons can be safely evacuated.</p>

This is the end of the policy

