



The Hinckley SCHOOL

ACCESSIBILITY PLAN (part of the SEND Policy)

| | |
|----------------------------------|--|
| Date of last review: | September 2023 |
| Reviewed by: | Michaela Thomas, Deputy Headteacher |
| Approved by Governors on: | October 2023 |
| Frequency of review: | Annually |
| Date of next review: | September 2024 |

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.

At The Hinckley School, we are committed to establishing accessibility for all students, their parents, staff and other users of the school. We work to ensure that all students and stakeholders can access the school physically and can access the curriculum. We do this by assessing the areas stated below and making adaptations as necessary to ensure that all students and stakeholders can access everything they need.

The plan is 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.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff 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 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.

This policy complies with our funding agreement and articles of association.

3. Plan

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

| Aim | Current good practice |
|---|--|
| Increase access to the curriculum for pupils with a disability | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> |
| Improve and maintain access to the physical environment | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"><i>• Ramps</i><i>• Lift</i><i>• Corridor width</i><i>• Disabled parking bays</i><i>• Disabled toilets and changing facilities</i><i>• Library shelves at wheelchair-accessible height</i> |
| Improve the delivery of information to pupils with a disability | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"><i>• Internal signage</i><i>• Large print resources</i><i>• Induction loops</i><i>• Pictorial or symbolic representations</i> |

4. Monitoring arrangements

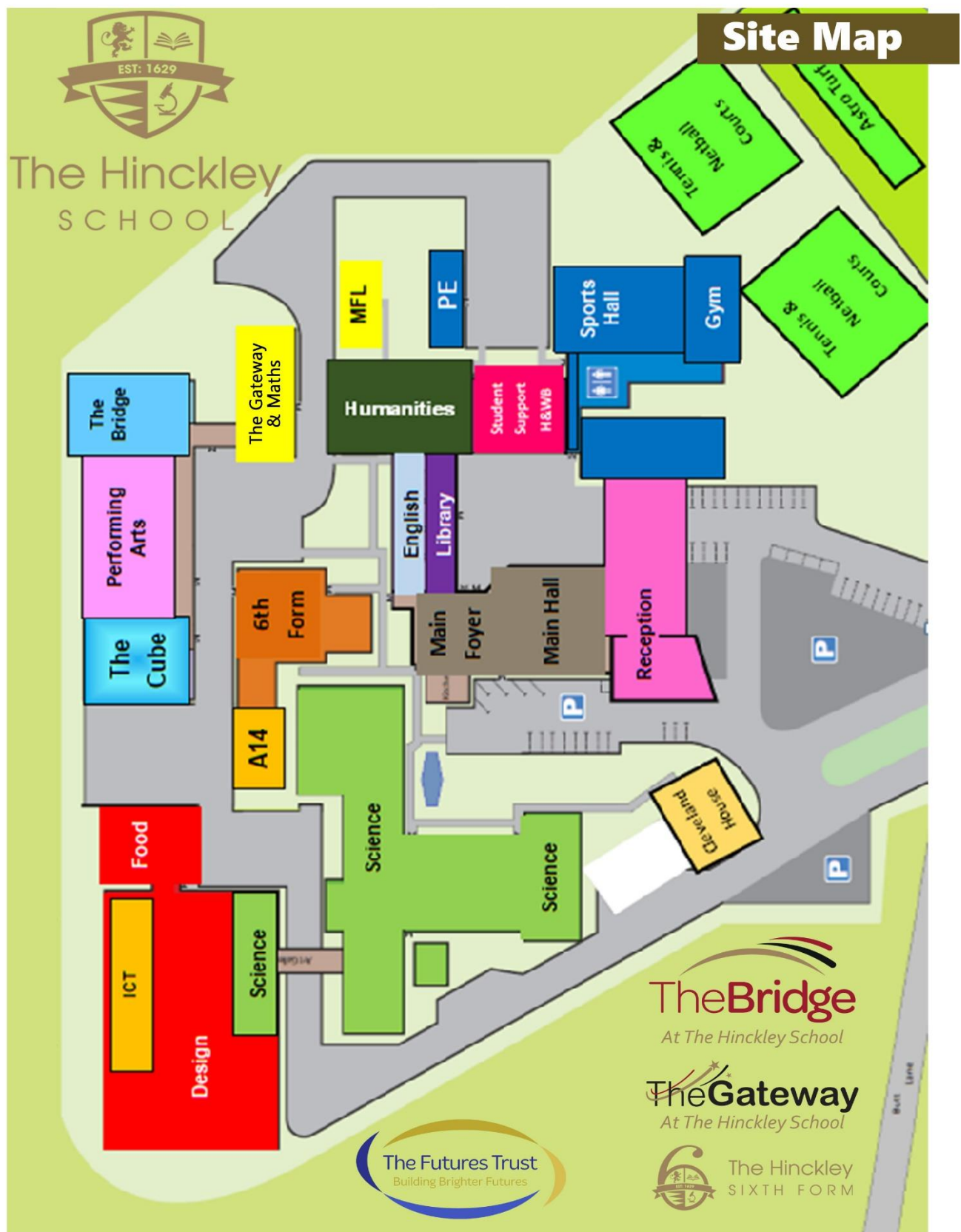
This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | | | | |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |

| | | | | |
|--------------------------------|--|--|--|--|
| Toilets | | | | |
| Reception area | | | | |
| Internal signage | | | | |
| Emergency escape routes | | | | |

MAP OF THE SCHOOL



Building Brighter Futures