

Hambling View ACCESSIBILITY POLICY & PLAN

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 students can participate in the curriculum

- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

At Hambling View, we aim to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

This plan will be made available online on our school 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. We support any available partnerships to develop and implement the plan.

MIAG Independent Schools 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. 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	Good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	2025 review
Increase access to the curriculum for students with a disability	<p>Hambling View offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and</p>	<p>Ensure all aspects of the National curriculum have equality of access for disabled students</p> <p>Ensure all students regardless of any physical impairment are able to complete targets set out in Individualised Learning Plans</p>	<p>Ensure all equipment used (Science, technology, PE, etc) in the curriculum subject teaching allow full accessibility in every school.</p> <p>Make adjustments to time allocation, give rest breaks, etc for non-statutory tests/assessments for those children that</p>	<p>BR</p> <p>BR</p>	<p>Term 3</p> <p>Term 3</p>	<p>All students regardless of their disability are able to take part fully in learning across all subjects.</p> <p>PD children and others with impairment make expected progress against ILP targets and</p>	<p>All students access the full curriculum in schools and are able to use all facilities.</p> <p>All students with a disability have been given rest breaks and additional time where required to complete examinations successfully</p>

	<p>are appropriate for students with additional needs.</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all students.</p>	<p><i>Curriculum resources include examples of people with disabilities.</i></p>	<p>need additional support to be successful.</p> <p>Ensure exemplars used and training for staff show children and adults with a disability</p>	<p>BR</p>	<p>Term 3</p>	<p>KS4 formal assessments</p> <p>People with disabilities are part of school life in all its facets including curriculum materials to show diversity.</p>	<p>Subject materials and printed resources show diversity</p>
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<p>Improve and maintain access to the physical environment</p>	<p><i>The environment appropriate to the needs of all students as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> ● <i>Ramps allowing access to any stepped area on the ground floor</i> ● <i>Corridor width suitable for wheelchair use</i> ● <i>Disabled toilets and changing facilities</i> ● <i>All curriculum areas accessible on ground</i> 	<p>Improve further the physical environment of each school to aid access:</p> <p>Mainly Compliant with only minor adjustments required based on specific pupil need</p> <ul style="list-style-type: none"> ● Parking bays for use by blue badge holders ● Portable ramps for disabled parents to be purchased when needed. 	<p>All projects identified in adjacent column are planned or under-way as part of improvements across the Trust.</p>	<p>NF</p>	<p>When necessary</p>	<p>All schools are better able to accommodate children and adults with a physical impairment.</p>	
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	<p><i>floor level so that all students can participate fully in school life.</i></p>						
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Braille ● Induction loops ● Hazard paint on stairs 	<p>Improve further signage and markings to show those who need additional support access routes, designated parking areas, etc</p>	<p>New signage to be developed as necessary to meet individual need</p>	<p>BRB</p>	<p>Ongoing</p>	<p>All members of the school community are clear about provision for people with physical impairment</p>	

	<ul style="list-style-type: none">● Pictorial or symbolic representations						
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4. Monitoring arrangements

This document will be reviewed every year – during Term 3, but may be reviewed and updated more frequently if necessary.

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 students with medical conditions policy