



Accessibility Plan

Version Number	4
Next Review Date	March 2025
Related Policies and Guidance Documents	Risk Assessment Policy Health and Safety Policy Equality information and objectives (public sector equality duty) statement for publication Special Educational Needs (SEND) Policy Supporting Pupils with Medical Condition Policy
Related Regulations	Equality Act 2010 Department for Education Guidance for Schools – Equality Act 2010 Special Education Needs Code of Practice
Annexes and Supplementary Info	
Responsible Person	Brian Jones (Chair of Trustees)
Responsible Person Signature	

Version Control Sheet

Document Title	Accessibility Plan		
Status of policy	Statutory		
Author name and role title	Michelle McRae Headteacher		
Version number	4		
Date approved	March 2024		
Approved by	Board of Trustees		
Date of review	March 2024		
Published on school website	March 2024		
Document History			
Version	Date	Author	Note of revisions
V1	October 2021	JK Interim Headteacher	Document to be compliant with school template
V2	09/03/2022	Joanne Kiernan Interim Headteacher	Revised inline with national guidance
V3	March 2023	Michelle McRae	Action plan updated Review and progress against success criteria noted
V4	March 2024	Michelle McRae	Reviewed and progress noted in green

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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.

All students at Hope House School have a learning difficulty or disability, a physical or sensory impairment or disability, or any combination of cognitive, physical, emotional, sensory or health factors that affect their access to learning. All young people have an Education, Health and Care Plan (EHCP) and often have a diagnosis of Autistic Spectrum Disorder.

The school aims to identify and remove barriers for disabled students in every area of school life. We try to achieve this by:

- Setting suitable learning challenges
- Responding to students' diverse needs
- Overcoming potential barriers to learning and assessment

The school aspires for all students to participate fully in all aspects of school life. These include sporting activities, art, music, dance, and other creative work, educational visits and progression to a broad range of accreditation pathways.

Hope House School has an inclusive ethos and welcomes all children, young people, and other visitors to the school regardless of disability, gender, gender identity, religion, belief, race or sexual orientation. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This policy and plan operate alongside the schools Special Educational Needs and Disabilities (SEND) policy and is consistent with it in terms of principles and approaches to resourcing. Hope House School will actively seek to improve access for all to services in the ways set out below and will maintain an action plan which sets out the steps Hope House School will take to achieve this. The action plan will be reviewed regularly and will be updated to take account of established improvements, changing needs, resource planning and availability, ensuring:

- The curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students.
- Educational written material usually provided to all students, to be presented in an appropriate form where necessary to SEND students which takes account of their individual preferred method of communication.

- The focus on ‘total communication’ for all.
- The physical environment of the school’s buildings and ground meet the needs of all students, prospective students, staff and visitors – a culture of inclusion, mutual trust and respect between all members of the Hope House School community is established and maintained.
- A community that respects and celebrates the achievements of all students at all levels.

The plan will be made available online on the school website and paper copies are available on 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 support any available partnerships to develop and implement the plan.

Our school 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, and our Local Authority Commissioners.

2. Legislation and statutory 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 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. School Audit Site Facilities

The school is built across a generous site at the side of a country lane. The school consists of 6 main brick-built structures.

1. A large house used for reception, offices, meeting room, staff room, staff facilities and main kitchen.
2. A small house used for post-16.

3. Several linked classrooms around a courtyard with individual classroom bases including toilets, sensory spaces and larger purpose spaces e.g., activity room, therapeutic spaces and school library.

There is general good disabled access to all buildings because all the linked classrooms are at ground level with easy access from the car park.

The property is brick-built. Internally the ceilings are plaster and wood. The walls are brick, plaster, plasterboard, wood, metal, and blockwork.

Main Buildings: The classroom blocks are part of the original build; they are adaptable spaces which have a number of rooms which can be designated for different uses. Each classroom has a toilet area, kitchen, and small sensory room. The school has 7 class bases within the classroom block, each base has further ante room spaces for individual teaching. There is also an activity room which is a large multi-purpose open space which is also used as a dining area. The design also incorporates a medical room and larger sensory room, as well as office space for visitors and staff.

The exterior access is level into the school from the main car park. All pupils are transported via taxi, minibus, or parental car onto the school site and onto the car park. Staff support movement of students into the classroom block and playground area. The amount of space for large numbers of vehicles is limited and can create congestion on the country lane. Due to the nature of the building's, modifications have not brought corridors in line with current DDA regulation for new buildings (2017-2018)

Site Details

There have been multiple extension builds of decades and consequently the layout of the building has been reconfigured several times. Buildings include 7 classroom bases, plus a specialist food technology room, sensory spaces and safe space areas, meeting room, school offices, food serving kitchen and activity room, medical room, staff room and multiple cubicle rooms (smaller than 12ft square) a music room and a library.

Fire doors: all doors are general fire doors. They exclude closing release mechanisms.

There are 9 toilet facilities dedicated to pupils and 5 facilities exclusive for staff. There is 1 further disabled toilet facility.

Wheelchair access is achieved in much of the school: except the upper area of the Main House and the corridor leading from the back to the front of the Main House. Also, wheelchair access is not achieved in the upstairs of the Little House.

Specialist Equipment: specialist ICT equipment to improve access to learning.

Staffing Continuous Professional Development Opportunities are regularly planned for all staff to effectively support students with special educational needs and disabilities, according to their roles and responsibilities.

These will include:

- Manual handling and movement
- Compliance training for medication
- Sensory integration training
- Communication and Interaction training
- Specialist IT equipment

Pedagogy to meet the diverse range of needs and ensure participation and outcomes are very high across the school.

4. Action Plan 2022-2025

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

AIM:	CURRENT GOOD PRACTICE: Includes established practice and practice under development	OBJECTIVES: State short, medium and long-term objectives	ACTIONS TO BE TAKEN:	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY:	SUCCESS CRITERIA	REVIEW
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<p>Increase access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> • Our school offers an individualised and bespoke learning experience, along with differentiated curriculum for all students. • We use resources tailored to the needs of pupils who requires support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils and all our young people are identified as SEND. • Targets are set effectively and appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of pupils. 	<p>Short Term Objective Initial audit and action plan identifies key areas of improvement.</p> <p>Medium Term Objectives Indicators for Total Communication best practice are recognised and developing across the school.</p> <p>Indicators for Anxiety Based dysregulation are considered and developed across the school.</p> <p>A framework for Quality of Life is a planned provision.</p> <p>Long Term Objectives At the core of the provision is a movement towards a Quality-of-Life Framework which recognises the interconnection</p>	<p>Development of Vision for Hope House School to take into account Quality of Life Framework</p> <p>Plan for CPD from EP service and SALT to work with staff to implement intensive interaction and Anxiety coping strategies for classroom environment (CBT) – financial SLA in place with EP Service</p> <p>Framework for Quality of Life to be implemented.</p>	<p>Trustees and Headteacher</p> <p>Headteacher and Senior Leadership Team</p> <p>Senior Leaders and all staff</p>	<p>February 2022</p> <p>April 2022</p> <p>July 2023</p>	<ol style="list-style-type: none"> 1. All pupils make planned progress towards communication targets. 2. iPads and communication books in place for students with specific need 3. All pupils utilise preferred coping strategies to manage their level of anxiety. 4. Leadership outcomes are evidenced against key deliverables against the Quality-of-Life Framework 5. Monitoring activities show a clear shift towards a provision based upon Quality-of-Life indicators. 	<p>Communication books in process of being updated. Completion date extended to 31st May 2023.</p> <p>15 iPads purchased January 2023 and additional 4 Ipads have been purchased to support grid player.</p> <p>Zones of regulation sessions and classroom displays in place</p> <p>3 smartboards purchased for 3 classrooms.</p>
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Improve the delivery to pupils with a disability	<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 • Pictorial or symbolic representations • Use of school website • PRIDE Force Pupil Voice Child Friendly Policies 	<p><u>Short Term Objectives</u> A restructure of the school website and key information documents in Child Friendly format.</p>	<p>Website to have clearly defined areas for Child Friendly Policies in Safeguarding and PRIDE Force Areas</p>	<p>Headteacher/Education and Learning Manager/Subject Coordinators</p>	<p>October 2022</p>	<ol style="list-style-type: none"> 1. Visible pupil voice across the school and embedded as current practice. 2. Child Friendly Policies a feature of our Safety Curriculum 3. Stakeholder voice evident in Project management plans for repurposing of outdoor spaces 4. Library painted. 	<p>Display in communal areas.</p> <p>Displays in learning units.</p> <p>Students and parent questionnaires.</p> <p>Library painted.</p>
		<p><u>Medium Term Objectives</u> An embedded approach to Pupil Voice is visible across the school.</p>	<p>PRIDE Force ethos visible in classrooms and meetings have impact on areas for improvement which matter to young people in school.</p>	<p>Headteacher/PRIDE Force Leader</p>	<p>May 2023</p>		
		<p><u>Long Term Objectives</u> Pupil voice is visible in key decision making across the school e.g. involved in project planning for repurposing of outside spaces</p>	<p>Repurposing of spaces includes information from young people's views, and they are involved in key planning decisions</p>	<p>Headteacher</p>	<p>July 2023</p>		

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes.</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities. <p>Level floor access to all relevant parts of the school site</p>	<p><u>Short Term Objectives</u> Ensure security of whole school site is compliant for safeguarding and meets the requirements of the Independent School Standards for \health and Safety of all pupils and staff</p> <p><u>Medium Term Objectives</u> Ensure the fabric of the building is secure from weather and safe against out of hours intruders.</p> <p><u>Long Term Objectives</u> Repurpose outside spaces to consider needs of students at Hope House School</p>	<p><u>Short Term Action</u> All fire safety checks in place and Little House linked to fire alarm system. Signage onto site improved.</p> <p>System of regular site maintenance checks in place, logbook and sign off.</p> <p>Health & Safety Team in place for monitoring review and evaluation.</p> <p><u>Medium Term Action</u> Planning of fabric of building maintenance planned for to ensure standard of buildings is maintained.</p> <p><u>Long Term Action</u> Project plan in place for repurposing of outdoor spaces</p>	<p>Caretaker</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher/School Business Manager</p> <p>Headteacher/School Business Manager</p>	<p>November 2021</p> <p>October 2021</p> <p>September 2021</p> <p>December 2022</p> <p>July 2025</p>	<ol style="list-style-type: none"> 1. All areas compliant with ISS Standards and ofsted compliant 2. Regular sustainable planning evident within minutes of meetings and key works completed 3. Project Management of repurposing of spaces in place 4. Estimates from playground companies. 5. Estimates for removal of menage surface 	<p>Ofsted compliant</p> <p>Security alarm fitted to main house to provide extra security for resources and deter intruders from school site.</p> <p>H&S systems in place</p> <p>Little house has been refurbished to provide a brighter and more suitable environment.</p> <p>Costing for removal of menage surface is proving challenging due to waste disposal costs. Menage has now been removed and grassed to provide sports area.</p>
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