

Accessibility plan

Hillview School for girls



Approved by:

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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 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. Our equality, diversity and inclusion policy shows our commitment to this. Hillview School for Girls has a strong belief in the value of our community and the benefits of collaboration and partnership to support every individual to achieve their pure potential. Inclusivity is one of the four core aims of the school and is at the heart of the Pure Potential belief. We believe that all members of our community are intrinsic to our community being successful. We believe that all members of our community have the right to engage across the full breadth of school life and do not consider that any child or adult should feel as though they cannot or should not make the most of the opportunities available to them.

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 including working alongside West Kent SEND and the inclusion team.

Stakeholders will be included in the development of this accessibility plan, including Parents through the SEN parental forum and student voice.

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. **Any adaptation of the curriculum, physical environment and other amendments is at the school's discretion and is the school's decision is final.**

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

The Accessibility Plan

This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). Hillview School for girls is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed. The Accessibility Plan will be published on the school website.

a) Increase the extent to which disabled students can participate in the school's curriculum

Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

Our SEN report and policy outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with primary schools, or other schools as appropriate, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
- c) Listening to students' and parents'/carers' views.
- d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled student.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.

- f) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- g) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- h) Special access arrangements for internal and external assessments.
- i) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
- J) Partnerships with parents supported by planned structured conversations and ongoing home-school liaison.
- k) A structured and dedicated transition programme for vulnerable students.
- l) Specialist advice and guidance to support transition.
- m) Multi-agency support coordinated by the SENCO.
- n) Training for relevant staff on teaching and learning strategies for students with autism.

b) Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

The school environment already incorporates many features to ensure accessibility

4.6 These include:

- Lifts
- Ramps
- A specialist SEND area, with small, quiet and calm learning spaces
- Disabled toilets
- Features that improve acoustics
- Customised furniture and/or equipment
- Specialist resources, including digital technologies
- Guiding in emergency evacuation

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc, so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

The school is also committed to ensuring full accessibility in any future new buildings.

c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled

Teachers and Teaching Assistants consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students.

In addition, the school makes the following available as appropriate:

- Accessible resources with particular attention to reading age, plain English, images and layout.
- Laptops and other digital technologies.
- Tactile resources.
- Readers and/or scribes in exams, where appropriate

The following opportunities to improve further will be explored:

- Opportunities provided by digital technologies.
- Regular clear and relevant information to parents in home language if required

Responsibilities

All staff are responsible for removing barriers to learning for disabled students.

All leaders are responsible for improving accessibility within their area of responsibility.

The Local Governing Body is responsible for the approval of this plan.

The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

Review

This Accessibility Plan has the status of a policy of the Local Governing Body and is reviewed every 3 years.

3. Action plan

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

AIM	CURRENT PRACTICE AND OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for those with additional needs. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Ensure all students are able to take part in school and out of school activities. 	<p>The curriculum is reviewed annually to make sure it meets the needs of all pupils</p> <p>The SEND department ensure resources are to support access to the curriculum are appropriate and meeting learners needs.</p> <p>Accessibility check of all school and out of school activities ensuring that sites are suitable for all children with a disability.</p> <p>Consider any reasonable adjustments required to enable students with a disability to take part in out of school activities, including travel arrangements.</p>	<p>SLT</p>	<p>September 2024</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 • Wide Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Lift • Library shelves at wheelchair-accessible height • Access via public transport. • Reception adaptations • Medical facilities • Furniture • Teaching spaces • Quiet zone – sensory room • Adapted uniform for ease of changing requirements. 	<p>Make sure signage for disabled parking and toilets is clear. Check alarm cords are fitted at accessible height.</p> <p>Ensure this is regularly serviced to mitigate it being out of service. Students to have lift passes renewed so only those that require using it do.</p> <p>Include links on school website</p> <p>Improve reception facilities to enable a person in a wheel chair to access.</p> <p>Install hearing loop system</p> <p>Emergency transportation plans and fire evacuation plans for students with medical needs regularly updated.</p> <p>High backed chairs in science/art rooms</p> <p>Soft chairs required in some classrooms</p> <p>Wheel chair to fit under tables and into teaching rooms. Furniture adjusted to fit.</p>	<p>School business manager, medical officer, SENCo</p>	<p>Following environmental audit – September 2024</p>
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AIM	CURRENT PRACTICE AND OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve the delivery of information to pupils 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"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Coloured paper to write on, and colour veil/overlays for exams' where needed 	<p>Students with disabilities to be asked to take part where appropriate and give their feedback on how well written information meets their needs.</p> <p>Maintain regular updates and training for members of the school community on disability issues.</p>	<p>SEND Director</p>	<p>September 2024</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the governing body and headteacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality and diversity and inclusion policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy