

Accessibility Plan

Introduction

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.

Definition of Disability

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.

Key Objectives of the Accessibility Plan

- A. To increase the extent to which disabled students can participate in the school curriculum.
- B. To improve the physical environment of The Hamble School to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services.
- C. Improve the delivery of information to pupils with a disability

Principles

- A. The school recognises its duty under the Equality Act 2010
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
 - Not to treat disabled students less favourably.
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
 - To publish an Accessibility Plan.

- B. Compliance with the Equality Act 2010 is consistent with the school's aims and

equal opportunities policy, and the operation of the school's SEND policy.

- C. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- D. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum:
- Setting suitable learning challenges.
 - Responding to students' diverse learning needs.
 - Consulting with appropriate support agencies and, thus, reducing potential barriers to learning and assessment for individuals and groups of students.

NB – a number of issues raised here may be affected by financial restraints due to recent spending reviews.

Objectives

This section outlines the main activities which The Hamble School undertakes and is planning to undertake, to achieve the key objectives (above):

- A. Increasing the extent to which disabled students can participate in the school curriculum.
- Year on year planning for a more inclusive curriculum.
 - Changes to teaching and learning arrangements.
 - Classroom organisation.
 - Deployment of auxiliary aids and personnel.
 - Information and training for staff.
- B. Improving the physical environment of the school.

We see this as attempting to increase the extent to which disabled students are able to move around the school and take advantage of education within the school:

- Ramps
- Disabled parking spaces
- External hard surfaces
- Fire alarm procedures
- Lighting
- Improvement of visual signage

- Improvements in the acoustic environment, where possible
- Furniture
- Disabled toilets/showers

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises.

- C. The school will make itself aware of local services, including those provided through the LA for providing information in alternative formats when required or requested.
- Modified examination papers
 - Modified resources and support material
 - ICT facilities

Name of Policy	Accessibility Plan
Review cycle	3 years
Review by Committee	Finance, Premises & Staffing
Date of review by Committee	01 February 2023
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Date of next approval	February 2026