

Hartismere School



Accessibility Plan (Policy) No. 8

Aims

Hartismere School is 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 students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities
- The school's aim is to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind
- The school's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for students and prospective students, with a disability.

Principles

- Compliance with the Disability Discrimination Act (DDA), the school's Equality Information and Objectives Statement and the operation of the school's SEND policy
- The school recognise their duty under the DDA
- 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 Action Plan
- In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);
- The school recognises and values parents' knowledge of the student's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and student's right to confidentiality;
- The school will provide 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 underpin the development of a more inclusive curriculum:
- Setting suitable learning challenges.
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

The plan will be made available online on the school website , and paper copies are available on request
The school is 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
The school complaints procedures covers the accessibility plan
If you have any concerns relating to the accessibility in the school, the complaints procedure sets out the process for raising concerns.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10> and the Department for Education (DfE) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf 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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf, ‘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 student with disabilities faces in comparison with a student without disabilities. This can include for example, the provision of an auxiliary aid or adjustments to premises.
This policy complies with the Hartismere Family of School’s funding agreement and articles of association.

Monitoring Arrangements

These documents will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary

Links with Other Policies

The accessibility action plan is linked to the following school policies and documents:

- Health & Safety Policy
- Equality Information and Objectives Statement
- Special Educational Needs (SEN) information report
- SEND Policy

Accessibility Action Plan 2025-26

Sept 2025	Access to the Curriculum	Progress to Date
	Evaluation of current interventions success rates Consider training of LSA in Makaton/British sign language Hearing Devices in school – amend and adapt technology as required with support of Hearing Impaired Service Autism Awareness training to be kept updated for all school staff Consider wider use of reader pens for Dyslexic students in higher sets Laptop usage being extended to meet needs of pupils- readers, scribes etc Chrome reader software to be investigated for readers in class Ensure PE curriculum accessible to all students All new LSAs trained in Catch Up Reading programme Consider training of LSA in Braille to support possible future needs of VI student Appropriate KS4 courses available for pupils with SEN	Evaluated and reported to governors, amendments made if required Forward planning with feeder schools needed re future Hearing Impaired Students Learning Support Co-ordinator to liaise with Hearing Impaired Service Learning Support Co-ordinator to liaise with RMP Three rounds of training delivered to staff so far. Consider funding implications. Trials running. Learning Support Co-ordinator to liaise with EJW and GT. All pupils who qualify accessing reading software for external exams. Science dept using reader software for internal testing. Adaptations made by PE department. Work on-going LSA's delivering catch up to targeted group of readers. Continue training more LSA's ? Liaise with VI Service Modular course delivered by LSA's for targeted group of students. English interventions. Alternative to foreign language GCSE for learners who might struggle to access effectively.

Wider curriculum	Adapt all subject booklets to meet needs of the lower ability groups.	Make all booklets dyslexia friendly, depts to liaise with the LS dept over what works/doesn't work in current booklets Number of departments have made adaptations based on SEND advice/best practice. Has been a whole school focus in PD (24-25) and now departments are working individually with the SENDCO and LS team to improve lesson and online materials.
	School support for all in LAMDA qualifications Support for Music lessons (peripatetic) for all students	See uptake across school. Available to all students at a highly subsidized rate.
	Access to the Environment	Progress to Date
	Ensure the accessibility of the school site for people with additional needs. Ensure outside lighting is adequate in all areas of the school. Consider lift in 6th form block to make first floor accessible to wheelchair users Ensure there is an accessible entrance to school field. Ensure all main doors into departments have touch pads. Ensure there are adequate accessible car parking spaces in both car parks. Ensure all school trips are accessible to students	On-going updates to lighting round perimeter. Majority done. On-going. Monitoring by trips coordinator and Director of Personal Development to ensure uptake and accessibility.
	Access to Information	
	Extend use of enlarged print resources for student with Visual Impairment	Tricia Adkins has already investigated this – RNIB bookshare organized/ sent to parent. Eye library card set up to access large print resources as needed. Liaison with parents over Suffolk library resources.

	Information about SEND issues to be added to the school website Ensure that school documents can be read online using text to speech software Encourage whole school use of accessible, Dyslexia friendly writing fonts: Sassoon, Arial, Comic Sans for letters etc... SEND Pupil profiles to be adapted for ease of use and accessibility by all parties	Articles being added as appropriate Whole school policy needs to be agreed on this, arial used for all school letters All students with identified SEND have a SEND individual profile available on the school management system. This document is personalised to each student with suggested strategies for staff to use along with additional information. These are reviewed and updated as and when necessary with input from SENDCo, staff, parents and the student themselves.
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