



HYLAND HOUSE SCHOOL

Accessibility Plan

2023-24

Ratified by governors Sep 2023

Review date: Sep 2024

Hyland House School Accessibility Plan – 2023- 2024

1. Vision Statement

2. Aims and Objectives

3. Access Audit

4. Management, coordination and implementation

5. Action Plan

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Hyland House School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Hyland House School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

3) Hyland House School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are

committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Hyland House School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- **Increase** access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve** and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- **Improve** the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Hyland House School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

8) The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

At Hyland House School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Hyland House School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We have had, and are expecting a whole range of children of all backgrounds, needs and abilities including:

- diabetes
- asthma
- eczema
- hearing impairment
- ADHD
- Allergies
- Heart problems
- Eating disorders
- Long-term illnesses

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

3. Access Audit

The school site consists of three buildings. Block A, B and C. Block A, is a three storey building with wide corridors and several access points from outside. EYFS and KS1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. There are two disabled access toilets on the ground floor.

Block B, houses the Home Economic room on the ground floor and the Computing Suite and the gymnasium on the second floor.

Block C, is the Administration offices and is below the gymnasium. There is a ramp access to this building and a disabled toilet in this building.

The school has internal emergency signage and escape routes are clearly marked.

4. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and our Head Office Disability and Diversity Director.

The main priorities in the school's plan

We will take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools if appropriate.
- Disabled pupils have access to extra-curricular activities.



HYLAND HOUSE SCHOOL

ACCESSABILITY PLAN

Action Plan A – Improving Physical Access

No.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Are there obstructions in the corridors?	Keep corridors clear from obstructions.	Immediately	High	None	ongoing	Headteacher/Site Manager
2.	Is there wheelchair access to main building? – EYFS & KS1	Enable wheelchair users to access playground independently	Immediately	High	None	Completed	Headteacher/Site Manager
3.	Is there disabled parking?	Provide space for two cars near Admin offices and signage	Immediately	Medium	£26.00	Completed	Head teacher
4.	Is there wheelchair access to first and second floor of building Block A? (KS2)	Install a lift in building Block A	Ongoing	Medium	Seek quotes	Ongoing	Acquisition of Buildings Director



HYLAND HOUSE SCHOOL

ACCESSABILITY PLAN

Action Plan B – Improving Curriculum Access

No.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Is there differentiation in teaching?	Subject coordinators to monitor and ensure that there is differentiation and provision made for SEND pupils	Ongoing	High	Coordinator release costs	Ongoing	Headteacher
2.	Are classrooms organised to promote the participation and independence of all pupils?	All class teachers to ensure that their classrooms meet requirements	Ongoing	High	Dependent on needs	Ongoing	Headteacher to monitor each classroom
3.	Is there provision to give staff training in the event of our school taking on-roll children with disability needs?	Headteacher to organise training with Specialists for staff in order to meet needs	As and when needed	High	Training costs	When needed	Headteacher



HYLAND HOUSE SCHOOL

ACCESSABILITY PLAN

Action Plan C – Improving the Delivery of Written Information

No.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Is there availability of written material in alternative formats when specifically requested?	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	When needed	Not applicable	When needed	Headteacher
2.	Is documentation on website reviewed to check accessibility for parents with English as an additional language?	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	When needed	Not applicable	When needed	Headteacher
3.	Do newsletters meet all parents' various language needs?	Ensure that all newsletters sent home take into account parents who have English as an additional language.	Ongoing	When needed	Not applicable	When needed	Headteacher