

Accessibility Plan 2020

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| **Approved by:** | Ms Val Masson | **Date:** 15th January 2020 |
| **Last reviewed on:** | January 2020 |
| **Next review due by:** | January 2023 |

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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:

1. **Increase the extent to which disabled students can participate in the curriculum**
2. **Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided**
3. **Improve the availability of accessible information to disabled students**

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.

Hornchurch High School is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, languages and cultures. Hornchurch High School is proud of this diversity which enriches all the lives of those in the Academy and the educational processes and informs our ‘Inclusive Approach’.

It is part of the Academy’s role to promote the benefits of such pluralism and to challenge all prejudicial and discriminatory practices. Hornchurch High School is therefore committed to a policy of inclusion, eliminating discrimination and any practices which contribute to inequality on the grounds of race, gender, religion, sexual orientation, ability and disability. It is the duty of all members of the school’s community, teaching and support staff, parents and carers, students and Board of Directors, to uphold this policy and see that it is put into practice.

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.

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The school supports any available partnerships to develop and implement the plan.

The school accesses all local support available to ensure maximum accessibility, and links with the local authority and the MAT to achieve this.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

# 3. Action plan

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

| aim | current good practice*Include 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 |
| --- | --- | --- | --- | --- | --- | --- |
| **1. Increase access to the curriculum for students with a disability** | We use resources tailored to the needs of students who require support to access the curriculum within Quality First Teaching.Curriculum resources include examples of people with protected characteristics.Curriculum progress is tracked for all students, including those with a disability.Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students. | All students are able to access the curriculum with additional support where necessary.All students feel included and recognize their protected characteristics through the resources.Staff are fully aware of all students levels of achievement & progress. Staff are fully aware of all students levels of achievement & progress.The curriculum is fully inclusive for all students |  | Teaching staffTeaching staffTeaching staffTeaching staffDeputy Head - Stuart McConnell | OngoingOngoingOngoingOngoingOngoing |  |
| **2. Improve and maintain access to the physical environment** | Explain your school’s approach here. Example:The environment is adapted to the needs of students as required.This includes:* Ramps
* Elevators
* Corridor width
* Disabled parking bays
* Disabled toilets and changing facilities
* Library shelves at wheelchair-accessible height
 | To allow students and staff with access difficulties to navigate the school site as fully and independently as possible | Disabled bays and ramps reviewed as the new building becomes operational | Headteacher/ Finance Director | Summer 2020 | Site access for disabled parking clear and user friendlyRamp areas made available to all buildings |
| **3. Improve the delivery of information to students with a disability****To ensure communications with all interested parties are accessible**  | Our school uses a range of communication methods to ensure information is accessible. This includes:* Internal signage
* Large print resources where identified

All publications are available in large print and all school communications in & out of school are delivered in a font type & size easy to read. | To access the needs of students, prospective students & all interested parties regularly. | Accessibility policy shared on website and readily available to stakeholders when requested | Headteacher | Spring 2020 | Accessibility policy up to date and on the school website |

# 4. Monitoring arrangements

This document will be reviewed **every 3 years**, but may be reviewed and updated more frequently if necessary.

It will be approved by the 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 information and objectives (public sector equality duty) statement for publication
* SEND information report
* SEND policy
* Supporting pupils with medical conditions policy
* Mental Health & Wellbeing Policy
* Gender, Equality & Diversity Policy

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### Appendix 1: Accessibility audit

 **Main Building**

| feature | description | actions to be taken | person responsible | date to complete actions by |
| --- | --- | --- | --- | --- |
| Number of storeys | 3 |  | Headteacher/ Site Manager  | Ongoing |
| Corridor access | Easy access |  | Headteacher/ Site Manager  | Ongoing |
| Lifts | 1 |  | Headteacher/ Site Manager  | Ongoing |
| Parking bays | Less than 100m away |  | Headteacher/ Site Manager  | Ongoing |
| Entrances | 2 easy access entrances |  | Headteacher/ Site Manager  | Ongoing |
| Ramps | 2 (one portable) |  | Headteacher/ Site Manager  | Ongoing |
| Toilets | Available |  | Headteacher/ Site Manager  | Ongoing |
| Reception area | Easy access |  | Headteacher/ Site Manager  | Ongoing |
| Internal signage | Clear (no braille) |  | Headteacher/ Site Manager  | Ongoing |
| Emergency escape routes | Clearly indicated |  | Headteacher/ Site Manager  | Ongoing |
|  |  |  |  |  |

 **North Wing**

| feature | description | actions to be taken | person responsible | date to complete actions by |
| --- | --- | --- | --- | --- |
| Number of storeys | 2 |  | Headteacher/ Site Manager  | Ongoing |
| Corridor access | Easy access |  | Headteacher/ Site Manager  | Ongoing |
| Lifts | Lift available |  | Headteacher/ Site Manager  | Ongoing |
| Parking bays | Within 100m |  | Headteacher/ Site Manager  | Ongoing |
| Entrances | 2 – one easy access |  | Headteacher/ Site Manager  | Ongoing |
| Ramps | 1 – one easy access |  | Headteacher/ Site Manager  | Ongoing |
| Toilets | Available on both floors |  | Headteacher/ Site Manager  | Ongoing |
| Reception area | N/A |  | Headteacher/ Site Manager  | Ongoing |
| Internal signage | Clear (no braille)  |  | Headteacher/ Site Manager  | Ongoing |
| Emergency escape routes | Clear (lights fitted in toilets for emergency) |  | Headteacher/ Site Manager  | Ongoing |
|  |  |  |  |  |

 **West Wing**

| feature | description | actions to be taken | person responsible | date to complete actions by |
| --- | --- | --- | --- | --- |
| Number of storeys | 1 |  | Headteacher/ Site Manager | Ongoing |
| Corridor access | Easy access |  | Headteacher/ Site Manager  | Ongoing |
| Lifts | None |  | Headteacher/ Site Manager  | Ongoing |
| Parking bays | Within 100m |  | Headteacher/ Site Manager  | Ongoing |
| Entrances | 1 |  | Headteacher/ Site Manager  | Ongoing |
| Ramps | 1 easy access |  | Headteacher/ Site Manager  | Ongoing |
| Toilets | Available |  | Headteacher/ Site Manager  | Ongoing |
| Reception area | None |  | Headteacher/ Site Manager  | Ongoing |
| Internal signage | Clear (no braille) |  | Headteacher/ Site Manager  | Ongoing |
| Emergency escape routes | Clear |  | Headteacher/ Site Manager  | Ongoing |
|  |  |  |  |  |

 **English Blocks**

| feature | description | actions to be taken | person responsible | date to complete actions by |
| --- | --- | --- | --- | --- |
| Number of storeys | 1 |  | Headteacher/ Site Manager | Ongoing |
| Corridor access | East access |  | Headteacher/ Site Manager  | Ongoing |
| Lifts | None |  | Headteacher/ Site Manager  | Ongoing |
| Parking bays | More than 100m away |  | Headteacher/ Site Manager  | Ongoing |
| Entrances | 2 |  | Headteacher/ Site Manager  | Ongoing |
| Ramps | 2 |  | Headteacher/ Site Manager  | Ongoing |
| Toilets | None available, but one within 100m in another block |  | Headteacher/ Site Manager  | Ongoing |
| Reception area | None |  | Headteacher/ Site Manager  | Ongoing |
| Internal signage | Clear (no braille) |  | Headteacher/ Site Manager  | Ongoing |
| Emergency escape routes | Clear |  | Headteacher/ Site Manager  | Ongoing |
|  |  |  |  |  |

 **ICT/ Rzone**

| feature | description | actions to be taken | person responsible | date to complete actions by |
| --- | --- | --- | --- | --- |
| Number of storeys | 2 |  | Headteacher/ Site Manager  | Ongoing |
| Corridor access | Easy access |  | Headteacher/ Site Manager  | Ongoing |
| Lifts | None |  | Headteacher/ Site Manager  | Ongoing |
| Parking bays | More than 100m away |  | Headteacher/ Site Manager  | Ongoing |
| Entrances | 1 |  | Headteacher/ Site Manager  | Ongoing |
| Ramps | 1 |  | Headteacher/ Site Manager  | Ongoing |
| Toilets | Available |  | Headteacher/ Site Manager  | Ongoing |
| Reception area | None |  | Headteacher/ Site Manager  | Ongoing |
| Internal signage | Clear (no braille) |  | Headteacher/ Site Manager  | Ongoing |
| Emergency escape routes | Clear |  | Headteacher/ Site Manager  | Ongoing |
|  |  |  |  |  |