

# Hednesford Valley High School



## Accessibility plan 2023/25

Approved by:

Date: April 2023

Last reviewed on:

Next review due by:

July 2025

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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.

As a special school, all of our students can be considered to be disabled. Our school strapline is “Ready to Learn. Ready for Life,” and we work hard to provide opportunities that are inclusive and enable all students to progress and develop skills ready for life after Hednesford Valley.

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.

We are a maintained school, within Staffordshire Local Authority. We work close with Staffordshire Schools to provide the best environment and education for all students.

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

We have included a range of stakeholders in the development of this accessibility plan, including Governors, Staff, Parents/Carers and Students.

## 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.

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

### 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	1.1 Ensure that information about students' individual targets is available to inform teacher planning and to remind students.	Student targets displayed in classroom.	EPE Form Tutors	April 2023 September 2023 September 2024	All classrooms have displays of student individual targets.
		1.2 Ensure that accreditations are accessible for students with different levels of ability.	KS4 option booklet clearly communicates accreditation levels	EHO	April 2023 April 2024	All students have accessible information about their available accreditations.
		1.3 Ensure the curriculum meets the needs of all individuals	Subject Leads to review and adapt the curriculum to meet the learning pathways for students	EHO	Complex Needs Dept. – July 2023 Sixth Form – July 2023 Wholeschool – July 2024	Curriculum that meets the stage and needs of all individuals

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>					

## Access Audit that informed the Accessibility Plan (2023/25)

Feature	Description	Actions to be taken
Number of Storeys	The whole school is on one level, all wheelchair accessible	None
Corridor Access	All corridors are wheelchair accessible.	None
Lifts	NA	NA
Parking Bays	The school has a number of clearly labelled disabled parking bays.	NA
Entrances	All wheelchair accessible.	
Ramps	There are ramps that lead to all areas of height, including both modular buildings within the complex needs department	
Toilets	There is an accessible toilet	
Reception Area	Reception area has a ramp and a wide door for wheelchair access.  There is an accessible toilet.	
Internal Signage	Internal Signage was reviewed in September 2023 and new signage was in place March 2023	
Emergency Escape Routes	Emergency escape routes are all in place, with external doors on most classrooms.	Emergency escape routes are all in place, with external doors on most classrooms.

#### **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 by the Governing Board.

It will be approved by the Governing Board

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- SEND Policy and information report