Hednesford Valley High

Accessibility Policy

Reviewed by:	Emma Perry
Last reviewed:	September 2025
Next review due by:	September 2027

1. Introduction

This Accessibility Plan sets out how [School Name] will improve access to education for pupils with special educational needs and/or disabilities (SEND).

We are committed to providing an inclusive and accessible learning environment that enables all pupils, regardless of their needs, to thrive and participate fully in school life.

This plan has been written in compliance with:

- Equality Act 2010 (Schedule 10, Disability Discrimination)
- Children and Families Act 2014
- SEND Code of Practice 2014 (0–25 years, updated September 2024)
- Public Sector Equality Duty (2011)

2. Statutory Requirements

Schools must:

1. Increase the extent to which disabled pupils can participate in the school curriculum.
2. Improve the physical environment to enable disabled pupils to take advantage of education and associated services.
3. Improve the availability of accessible information to disabled pupils, parents, and staff.

This plan will be published on the school website and reviewed annually by the Governing Board.

3. Vision and Values

At Hednesford Valley High School we aim to:

- Identify and remove barriers to learning and participation.
- Provide an inclusive curriculum that reflects the diverse needs of all pupils.
- Ensure pupils with SEND are treated fairly and with dignity.
- Work closely with parents, carers, health and social care professionals, and external agencies.

4. Current Position

Curriculum Access

- Differentiated curriculum planning and delivery.
- EHCPs and IEP’s guide provision.
- Range of therapies (e.g. speech and language, occupational therapy) integrated into learning.
- Staff trained in Makaton, PECS, sensory integration, and de-escalation strategies.
- Assistive technology provided (communication aids, adapted software, laptops).

Physical Environment

- Fully wheelchair-accessible site with ramps and accessible toilets.
- Sensory rooms and quiet spaces for regulation.
- Specialist classrooms adapted for pupils with complex needs.
- Visual signage, high-contrast displays, and adapted furniture.

Accessible Information

- Information available in large print, braille, symbol-supported text, easy read, and translated versions.
- Use of technology to support communication (voice output devices, digital learning platforms).
- Parents/carers supported with alternative communication methods (telephone, video calls, interpreters).

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5. Action Plan (2024–2027)

Area	Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum	Ensure full access for all pupils to a broad and balanced curriculum.	Ongoing training for staff in inclusive teaching methods; Review and adapt schemes of work; Expand use of assistive technology.	Annual	SENDCo / SLT	Pupils with SEND make good progress against EHCP targets; increased participation in enrichment activities.
Physical Environment	Improve accessibility of facilities.	Regular site audits; Develop additional sensory-friendly areas; Maintain lift and hoist equipment.	Ongoing	Site Supervisor / SLT	Pupils can access all areas of the school safely; sensory regulation needs are met.
Information	Ensure communication meets diverse needs of pupils and families.	Provide alternative formats; Train staff in accessible communication (Makaton, symbol use); Update website for accessibility compliance.	Annual review	SENDCo / Admin Team	Pupils and families report improved access to information; website meets accessibility standards.

6. Roles and Responsibilities

- **Headteacher:** Overall responsibility for implementation and monitoring of the plan.
- **SENDCo:** Leads on curriculum access, provision mapping, and EHCP compliance.
- **Site Supervisor:** Ensures physical environment adaptations are maintained and developed.
- **Governing Board:** Reviews the plan annually, holds leaders to account, and ensures statutory compliance.

7. Monitoring and Evaluation

- Progress will be reviewed annually by the Governing Board.
- Stakeholder feedback will be collected from pupils, parents, and staff.
- The plan will be updated in response to changes in statutory guidance, pupil needs, or school development priorities.

8. Publication

- The Accessibility Plan will be available on the school website.
- Copies will be provided in alternative formats on request.

9. Dissemination and Review

The policy will be disseminated widely both Staff and Governors through appropriate meetings.

The policy will be reviewed September 2027