



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

Accessibility Plan

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Statement of intent

This plan outlines how Hartford Church of England High School aims to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students 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 above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Students' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of students' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled students to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes students who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	All students accessing full and balanced curriculum with adaptive teaching and reasonable adjustment embedded into practice	Audit of the curriculum and evidence from learning walks	Curriculum lead, SENDCO	Autumn 2024	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2025
	Staff members do not have the knowledge to support adaptive teaching in the learning environment	INSET to be provided to staff members Training on Quality First Teaching, so that teachers are able to adapt planning and teaching, making reasonable adjustments within the curriculum	Curriculum lead, SENDCO	Autumn 2024	Staff members have the skills to support and adapt teaching for all students, including those with SEND and/or learning impairments	Autumn 2024
	Staff do not have an accessible resource highlighting the key information, strengths and needs of students with an additional need.	One-page profiles are created for Year 7 students and in-year admissions, as well as being modified for other students when required	SENDCO	Autumn 2024 & Ongoing	Staff are aware of individual needs and can plan teaching accordingly.	Spring 2025
Medium term	Increase the number of academic interventions to support identified students with baseline ability to access curriculum	Intervention to be planned for reading, numeracy and problem solving	SENDCO	Autumn 2024	Students' ability to access curriculum support with the bespoke targeting of specific skills	Summer 2025

	Students, including those with additional needs, are not specifically tracked or selected to receive direct classroom intervention.	Curriculum progress is tracked for all students, including those with a disability/additional need.	AAHT Progress and Outcomes	Spring 2025	Selected students receive specific intervention through 'focus 5', and their progress is tracked within individual classes.	Summer 2025
Long term	Increase access to the curriculum for students with a SEN and learning impairments	Embedded Adaptive teaching and reasonable adjustment facilitated and planned for in all curriculum areas	Curriculum Lead SENDCO	Autumn 2025	All students, including those with SEN can access lessons through adaptive teaching	Spring 2026

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Provision of a quiet room for students who are over-stimulated	Sensory room	Director of Operations Estate Manager	Summer 2024	Quiet room provided for students who need it.	Autumn 2024
Medium term	Maintain classroom environments to ensure they meet the needs of students	Choice of colours, furniture, sound reduction when in need of refurbishment or to meet the needs of new students joining the school	Director of Operations Estate Manager	Autumn 2024	Classroom environments are accessible and meet the needs of students wherever possible.	Summer 2025
	Clear signage to buildings, classrooms and facilities	External signage to be replaced, review of internal signage	Director of Operations Estate Manager	Summer 2024	Clear accessible signage is clear for all users	Autumn 2025
Long term	Children with physical disabilities cannot access THRIVE building	Construction work undertaken toilet and lift	Estate Manager/building contractors	Summer 2027	THRIVE building fully accessible	Autumn 2027

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Effective sharing of information about the specific needs and approaches to be adopted for individual students	Audit of information sharing and delivery procedures	SENDCO	Summer 2024	School is aware of accessibility gaps to its information delivery procedures	Summer 2024
	Support from outside agencies in the recommendations for individual students accessing curriculum	Where appropriate SEND Team will use information from other professionals which clearly outlines the differentiated teaching strategies and communication methods that should be used to support and implement a one-page profile if appropriate.	SENDCO	Summer 2024	School is aware of local services involvement and will be informed of professional advice	Autumn 2025
Medium term	Improve the delivery of information to students with a disability	Provide written information in alternative formats	SENDCO, ICT manager	Spring 2024	Written information is fully accessible to all staff and can monitor effective engagement	Summer 2025
Long term	All information accessed and actioned by all staff- evidence of engagements and positive impact on pupil outcomes	Sharing good practice platform established and embedded	SENDCO	Summer 2025	Students needs met and staff sharing good practice and positive strategies shared	Autumn 2027

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is July 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.