



HAYDON SCHOOL

Accessibility Plan

2024-2025

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

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Aims of the Accessibility Plan

This plan outlines how Haydon 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 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 taking into account students' disabilities and the views of parents and students.

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:

- Parents
- Staff
- Governors
- External partners

This plan is reviewed every three years to take into account the changing needs of the school and its students.

The Accessibility Audit

- 1.1. The Accessibility Team: Governor, DSL, SLT responsible for premises and SENCO, will undertake an annual Accessibility Audit.
- 1.2. 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.
- 1.3. 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
- 1.4. The findings from the audit will be used to identify short, medium and long term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning Duty 1: Curriculum

	Actions	Timescale	Resources	Responsibility	Monitoring	Review
Ensure ICT is appropriate in eliminating discrimination and improving equality for students with an identified need	Complete roll out of Chromebooks to all year groups	Summer 2024	Chrome book programme	Angela Appleby	SENCO	Autumn 2024
	Ensure the additional auxiliary software e.g reading pens are used to promote access to learning and engagement	Summer 2024	Access Arrangement t Lead	SENCO	SENCO	Autumn 2024
	Review Chromebook usage with regards to impact on accessibility	Summer 2024	SENCO to review and report	SENCO / Angela Appleby	SLT Governors	Autumn 2024
Create effective learning environments for all	Ensure First Quality Teaching in all lessons through the use of the school's quality assurance process	Spring 2024	Faculty Leads with SENCO	Faculty Leads with SENCO	SLT Governors	Autumn 2024
	Review schemes of work termly to identify and prevent barriers to learning and potential difficulties to access all areas of the curriculum by students	Spring 2024	Faculty Leads	Faculty Leads	SLT Governors	Autumn 2024

	Ensure that a graduated approach is followed by all (assess, plan, do, review) to identify needs and make actions to promote progress	Spring 2024	SENCO with Faculty Leads	SENCO	SLT Governors	Autumn 2024
Increase participation in school activities for all students	Ensure enhanced opportunities for students from vulnerable groups	Spring 2024	Faculty Leads with SENCO	SENCO	SLT Governors	Autumn 2024
	Audit participation in extra-curricular activities and identify any barriers	Spring 2024	Faculty Leads with SENCO	SENCO	Governors SLT	Autumn 2024
	Review and ensure and review all policies including SEN information report consider the implications of Disability Access	Spring 2024	SENCO to review and report	SENCO	Governors SLT	Annually

Planning duty 2: Physical environment

	Tasks	Timescale	Resources	Responsibility	Monitoring	Review
Increase site access to meet diverse needs of students, staff, parents and community users	Improve signage of buildings. Use colour code as backdrop to signage, in line with colour coding of site map	Summer 2025	DFO to review and report	DFO	Governors SLT	Summer 2025
	Reduce uneven surfaces. Improve external pathways around the site to produce easy physical access on all routes	Summer 2025	DFO to review and report	DFO	Governors SLT	Summer 2025
	Review accessibility routes for the site, make improvements where necessary, add yellow lines on all steps for partially sighted	Summer 2025	DFO to review and report	DFO	Governors SLT	Summer 2025
	Ensure signage with braille on building signs	Summer 2026	DFO to review and report	DFO	Governors SLT	Summer 2026

Planning duty 3: Information

	Tasks	Timescale	Resources	Responsibility	Monitoring	Review
Promote positive attitudes to disability by reducing discrimination and improving equality of opportunity, involving those affected by inequality.	Extend an ethos of inclusion through citizenship, PSHEE, subject curriculum and pastoral delivery	Summer 2024	Citizenship and PSHEE Lead, Pastoral Leaders, all subject leaders	SENCO All Subject Leaders Citizenship and PSHEE Co-ordinator	SLT Governors	Autumn 2024
	Provide information and letters in clear print and in simple English	Summer 2024	Admin Team	SENCO All Subject Leaders Citizenship and PSHEE Co-ordinator	SLT Governors	Autumn 2024
	Provide suitably enlarged print for those with visual impairment	Summer 2024	Admin Team	SENCO All Subject Leaders Citizenship and PSHEE Co-ordinator	SLT Governors	Autumn 2024
	Ensure website and all documents accessible via the school website and can be accessed by the visually impaired	Summer 2025	Marketing Manager	DFO	SLT Governors	Autumn 2025

Date	Status	Comments
July 2024	Updated	Reviewed by Student committee. Approved. To FGB for ratification 22.07.2024 Approved