



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Accessibility Plan

Date of Plan: September 2024
Date approved by Governors: TBC
Date of Review : September 2027



Accessibility Plan (2024-27)

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 in order that they can be *Healthy, Happy and High-Achieving*. 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; this information is also cascaded to pupils through assemblies and parents through online communications.

The school supports any available partnerships to develop and implement the plan, including with Havant SEN, Virtual Schools, Children's Services.

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 pupils, parents, staff and governors of the school as well as people with disabilities who use the site at other times.

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 2015, '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.

3. Action plan

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

Aim	Good Practice	Objectives	Actions (inc. by whom and when)
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils; curriculum resources include examples of people with disabilities We use resources tailored to the needs of pupils who require support to access the curriculum Encourage pupils to take on roles of responsibility Curriculum progress is tracked for all pupils, including those with a disability; targets are set effectively and are appropriate for pupils with additional needs	Engagement and equity We ensure access to the entire curriculum based upon a personalised approach To ensure our diverse student body is represented Set pupils up to succeed	Department curricula are scrutinised and updated every year (HoDs, per annum) Staff are fully aware of needs through INSET and an updated register (SENDco) Heads of House and Heads of Year ensure recruitment is inclusive and fair Ensure that targets are fair, personalised and tracked across time (classroom teachers, HoDs)



Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps Elevators Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair -accessible height Improve the delivery of information to pupils with a disability	Full and equitable access, as required	SENDCo, Site Team, School Nurse
Our school uses a range of communication methods to make sure information is accessible.	Internal signage Large print resources Braille Induction loops Pictorial or symbolic representations	Access and inclusion	Business Manager, Site Team, Admin Team, Reception

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 and approved by the Governing Body.



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

Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy