

Hope Corner School

Accessibility plan

Approved by: Maria Houghton

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Next review due by: July 2021

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5

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 disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

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.

Hope Corner is a Special School for children with needs relating to ASD, mental health conditions and social and emotional needs. We have a unique setting with high levels of support for our students. Our small class sizes and purpose built centre allow us to work closely in accordance with the needs of each individual. The vision we have for our students is that they will see their potential as they work with us and be prepared for their further education or employment.

Regardless of gender, class, ethnic origin, culture, religion, sexual orientation and nature or degree of disability, all students at Hope Corner have access to a full curriculum. In planning our activities we take into account individual background, experience and interests, to create opportunities for all of our students.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please raise them through the complaints procedure available on the school website.

We have included a range of stakeholders in the development of this accessibility plan, including students, staff, parents, governors and visitors to the school.

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 disabled pupil faces in comparison with non-disabled pupils. 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	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	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	Improve access to qualifications	Vocational assessments offering explored with OpenAwards and students registered on relevant courses.	Matt Finch (Teaching and learning lead)	February 21	Students leave with more and wider range of qualifications
		Improve ways of recording achievements and progress	Trial electronic visual recording systems. Select preferred provider and implement as primary tracking tool	Matt Finch	November 21 January 22	Achievements and progress are more evident, shareable with students, parents and future education providers

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 school building was purpose built as a school for children with additional needs, incorporating:</p> <ul style="list-style-type: none"> • Ramps • Lift • Large open areas, accessible classrooms • Disabled parking bays • Disabled toilets and changing facilities 	Further develop access to out of centre activities to provide challenge and new experiences for our students.	Explore education visits opportunities (subject to Covid/Security guidance) and develop a plan of visits for the next academic year.	Matt Finch	February 22	Plan in place, visits made
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Clear displays and defined areas to support students with ASD • Pictorial or symbolic representations • Visual safeguarding policy 	Develop Home-School communication to better support parents with limited access to technology or with disabilities themselves	Explore range of methods to facilitate better information sharing between school and all parents, gather parent view.	Rebekah Locke	December 21	All Parents and students can access information
			Develop school website to provide key information to students and parents in a way that suits them.	Matt Finch	January 22	All parents and students can access information and report concerns.
			Review other key policies that may benefit from a visual version and produce and share with students/parents	Rebekah Locke	March 22	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

- Health and safety policy (including risk assessment procedures) – available on request
- SEND Policy – on school website
- Supporting pupils with medical conditions policy – on school website