

Sir John Hunt



## **Sir John Hunt Community Sports College**

**Policy title:** Accessibility plan

**Approval body:** SJH SLT

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### 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.

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.

The school supports any available partnerships to develop and implement the plan.

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.

### 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 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.

#### Aims and objectives

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the College will achieve these aims.

#### **Ensure equality of access to all college activities for students with a disability**

	<b>Action</b>	<b>Staff Responsible</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Further Actions Required</b>
<b>Short Term</b>	<p>To make all staff aware of the implications of the Equalities Act and the range of identified disabilities</p> <p>To make staff aware of individual Education Health &amp; Care Plans (EHCPs) i.e.</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges</li> <li>• Responding to students' diverse learning needs</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of students.</li> </ul>	<p>All staff have a responsibility.</p> <p>SLT provide a strategic direction however CLs lead on Curriculum areas and PLs lead on pastoral. MIC leads on enrichment activities.</p>	<p>Staff Communications</p> <p>Analysis of all activities relating to 3 areas:</p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Pastoral</li> <li>• Enrichment</li> </ul>	<p>Staff awareness of strategies to enable full curriculum access for students with a range of disabilities to be identified in all long term plans</p>	

	<p>To ensure that all staff use these to inform differentiated planning and provision across the college.</p> <p>Ensure appropriate interventions are available within college to support students.</p> <p>To make all staff aware of available specialist support.</p> <p>To identify training needs.</p> <p>Carry out college analysis of the 'wider curriculum' e.g. clubs, college visits etc to ensure that all students can participate</p> <p>Support in-year admissions to identify support/training needs on an academic and pastoral level.</p>	<p>SEND team –RNI</p> <p><i>DST</i></p> <p><i>MIC</i></p> <p><i>PLs</i></p>	<p>Provision mapping Directory of support available</p> <p>School visits undertaken with PL's leading and assessing the needs of new students</p>	<p>All staff are aware of range of interventions available in college to meet needs of all students</p> <p>Staff are aware of available support</p> <p>INSET delivered Section for disabled access included in College Development Plan. Enrichment opportunities are developed to ensure access to all</p> <p>All new students start at the college with limited barriers to learning.</p>	
<b>Medium Term</b>	To look at potential intake for following term/year to identify training needs	SLT, DST, RNI & PLs	To provide access to training relevant to whole college and individual student needs	All staff feel competent and supported in dealing with wide range of ability/disability	
<b>Long Term</b>	To develop and maintain the above on an annual basis	SLT	To provide training with appropriate support services for relevant staff	<p>College to have a wide range of teaching styles and resources available for all areas of the curriculum</p> <p>All practice reviewed on an annual basis.</p> <p>Progress reported to Governors.</p>	

**Improve and maintain access to the physical environment**

	<b>Action</b>	<b>Staff Responsible</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Further Actions Required</b>
<b>Short Term</b>	<p>To review regularly, and at least annually as part of the review of CIP, all areas of the college in order to ensure that there are no physical barriers to access for students with a range of disabilities.</p> <p>Ensure that in-year admissions are adequately supported by the College in their transition.</p>	<p>SLT &amp; FM</p> <p>OMA RNI</p>	<p>To track progress against original audit information.</p> <p>College visits undertaken with PLs leading and assessing the needs of new students</p>	<p>Full physical access to the curriculum.</p> <p>Regular review of premises. H&amp;S walks</p> <p>Undertake an assessment of need for individual students and align to the learning environment</p>	
<b>Medium Term</b>	<p>Continue the implementation of the plan alongside any capital works involved in the asset management plan.</p> <p>Ensure that the new intake will be able to have full access to the physical environment</p>	<p>SLT &amp; FM</p> <p>LLE, RNI, PLs</p>	<p>To update the LA annually on progress and works carried out.</p>	<p>On-going work undertaken between SLT, the campus &amp; FM in regards to the management of the campus facilities and the educational needs of all students.</p> <p>Undertake an assessment of need for the new intake and align to the learning environment</p>	
<b>Long Term</b>	<p>To maintain above practice and review on an annual basis</p>			<p>Accessibility Plan progress reported to Governors.</p>	

**Improve the delivery of written information to students**

	<b>Action</b>	<b>Staff Responsible</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Further Actions Required</b>
<b>Short Term</b>	To identify any materials and events where access to information may need to be altered in order to ensure that all students and/or parents/carers have full access to information.	RNI & SLT	SLT meeting	Plan written indicating a) Formats which need changing. b) Strategies needed to do this. Support Services consulted for advice. Progress reported to Governors	
<b>Medium Term</b>	To assess current client groups of parents/carers and students to ensure that communication is appropriate and accessible.	RNI & SLT	Create alternative means of communication as needs are identified e.g. strategies for review meetings.	Ensuring a co-ordinated approach to communication is in place which can be adapted to meet needs as relevant	
<b>Long Term</b>	To maintain above practice and review on an annual basis	SLT	On-going review of need and delivery of alternative formats as needed	Information available for parents/carers and students in a variety of formats	

## **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 by Senior Leadership Team.

It will be approved by the Senior Leadership Team.

## **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