



Accessibility Plan for 2024-26

The Equality Act 2010 requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines a disability as ‘a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.’ Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

The Governing Body has had three key duties towards disabled pupils under the Equality Act.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

It is a requirement that the school’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary. In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access around and throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

The Saffron Academy Trust Facilities Team conducts an Accessibility audit on HRS every 2 years (next audit due April 2025). The resulting actions feed into the targets in the Accessibility Plan.

It is the responsibility of the whole school community to implement this scheme in a manner, which promotes the inclusive ethos of our school.

Focus 1 - Access to Premises/Physical Environment

Target	Action	Timescale	Resources	Responsibility	Outcome
To continue to improve washroom and toilet facilities	Appropriate signage. Accessible locks. Changing mat/table for intimate care	On going	Premises	LGB	Toilets are easily accessed for all
To improve access throughout internal areas of school	When need arises, install ramps / lifts to 3 stair areas (repair).	On going	Premises	LGB	School is easily accessed for all
To ensure steps are safe and clearly seen by all	Refresh yellow edging to internal and external steps throughout school	By Christmas 24	Premises	Site officer	Steps are clearly visible
To ensure parking in accessible	Bays opposite C block to be allocated as disabled bays	Easter 24	Premises	Site Team	Disabled bays reinstalled

<p>To ensure trip hazards and pillars are clearly marked so that VI students can avoid</p>	<p>Pillars in D block and outside of 6th form need to have a yellow strip at head height.</p> <p>Yellow paint around drains where the floor is not even needs to be completed</p> <p>(outside CD1 outside 6th form)</p>	<p>By Christmas 24</p>	<p>Premises</p>	<p>Site Team</p>	<p>Reduce hazards for VI or PNI students</p>
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Focus 2 - Access to Curriculum (Learning and Social)

Target	Action	Timescale	Resources	Responsibility	Outcome
Allow SEN children easier access to the curriculum	<p>Audit resources. Allocate resources as support plans recommend (fidget toys, concentration screens)</p> <p>All EHCP students to have a chrome book or Ipad dependent on need</p> <p>Year 7 focus study group</p> <p>Year 9 Pre GCSE foundational skills programme</p> <p>Year 10 early entry maths and English to assess core ability and foundational knowledge or gaps prior to GCSE exams</p>	Summer 2025	<p>Chrome books/ Ipads</p> <p>Online resource platforms</p> <p>Teaching and learning equipment</p> <p>Curriculum plan</p>	Assistant Headteacher Senco and Inclusion	SEND children more able to access the curriculum and concentrate
Develop more opportunities for children with SEND EAL and DA to access extra-curricular clubs and activities	Provide a wider range of SEND friendly clubs and monitor uptake	Summer 2025		SLT	Increased numbers of SEND children taking part
To ensure all children with SEND have high attendance	<p>Regular attendance review meetings</p> <p>Follow up with parents</p>	Throughout the year	Attendance meetings	<p>SLT</p> <p>Welfare and Attendance & Welfare officer</p>	Good attendance for all

Ensure students with EAL have the opportunity to express themselves through their first language in a safe and supportive environment while learning English	<p>Opportunity to be part of an EAL group.</p> <p>EAL intervention support with EAL tutor</p> <p>Staff training</p>	Throughout the year	<p>EAL tutor</p> <p>Safe space in Extended Learning</p> <p>EAL coordinator</p>	Assistant Headteacher Senco and Inclusion	Students with EAL develop oracy skills and reduce barriers to learning
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Focus 3 - Access to Training / Information					
Target	Action	Timescale	Resources	Responsibility	Outcome
Other training in response to identified needs	Organise training	On-going	TBD	Assistant Headteacher Senco and Inclusion	Increased understanding of SEND
All Class teachers and support staff trained to promote equity and accessibility to the curriculum	Regular training	Summer 2025	CPD budget Ordinarily Available Framework	SLT	All Support Staff using these techniques to promote accessibility
Improve relationships between staff and students	Implement restraint and de-escalation training for all staff	On-going	TBD	SLT	

Appropriate staff trained in specific medical care areas – intimate care, diabetes, anaphylaxis, epi-pen etc..	<p>Arrange regular First Aid updates through school based school nurse.</p> <p>Liaise with Diabetic care team as necessary to ensure training up to date.</p> <p>School nurse to be trained to deliver all in school training</p> <p>SBM to arrange regular First Aid updates from external provider</p>	On-going	<p>School Nurse First Aid training budget</p> <p>Assistant Headteacher Senco and Inclusion</p>	Headteacher School Nurse Assistant Headteacher Senco and Inclusion	All staff trained to meet the needs of pupils as appropriate
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Focus 4 – Working with Parents					
Target	Action	Timescale	Resources	Responsibility	Outcome
To run SEN Forums with specific subjects	To invite outside speakers to these sessions	Throughout the year	Refreshments	Assistant Headteacher Senco and Inclusion	To offer training to parents on subjects of their choice
To increase access for parents for supporting children's mental health	Signpost parents to MIND family worker	Throughout the year	Access to MIND family worker	Assistant Headteacher Senco and Inclusion, DSL and Heads of year	Parents feel well supported

Focus 5 – Meeting the needs of staff

Target	Action	Timescale	Resources	Responsibility	Outcome
To ensure staff with a disability, physical or neurological impairment have a full risk assessment and workplace assessment	Slips and trips assessment of work space, manual handling etc. Desktop and work space assessment Referrals to occupational health	Ongoing	As per risk outcome	LGB	Specific to individual need
To ensure staff with a disability has an accessible parking space	Staff allocated a bay	Year 1	Bays created on school site	Site Team Neal Foster/ Chris Dilley?	Staff with disability or impairment have access to parking close to the main school building.