

HENDON SCHOOL



Learning Together Across the World

Accessibility Plan

Date of Ratification:	May 2025
Date of Next Review:	May 2028
School Staff Responsibility:	Deputy Head Teacher
Trustee Committee:	Student Welfare
Nominated Trustee:	Chair of Student Welfare Committee
Policy Held:	School Policy File School HR Officer

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.

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 accessibility 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan

Aim:

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and Trustees of the school.

- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- We are committed to promoting positive attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We consider ourselves to be an inclusive school serving the local community and work hard at ensuring quality of access for our entire school population.

Hendon School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this, they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of **specialist aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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	Timescale	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers an inclusive curriculum for all students. Resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include student specific nurture building, adjustable height desks purchased for technology, catering and science departments, sign language interpreter. Curriculum progress is tracked for all pupils, including those with a disability. 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.</p>	<p>Curriculum offer at all key stages is adapted towards the needs of students with a disability</p>	<p>Review offer and make recommendations Cost offer and model into budgets going forward</p>	<p>Deputy Head Finance Manager</p>	<p>Sept 2023 onwards</p>	<p>A wider offer is available at key stage 4 and 5 for pupils with disabilities</p>

Improve and maintain access to the physical environment	<p>The environment is partially adapted to the needs of students, staff and visitors, particularly for access to the main building and Hall</p> <p>This includes:</p> <ul style="list-style-type: none"> • A lift to the main building entrance • Wide corridor to the Main Hall • Ramp to canteen and decking via external area • Disabled toilets and changing facilities in the main building 	<p>Premises condition report and 5-year premises management plan to incorporate accessibility issues</p> <p>Improved mobility access to more areas of the school for students, parents, visitors and the wider community</p>	<p>Develop the 5-year premises plan to include accessibility issues</p>	<p>Facilities Team</p>	<p>Sept 2023</p>	<p>Plan in place, highlighting any areas where improvements regarding accessibility need to be made</p> <p>Work schedule planned and finances agreed.</p> <p>Work completed.</p>	
			<p>Feasibility and costing to be carried out. Work to be carried out as part of next stage building programme.</p>	<p>Facilities Team</p>	<p>July 2024</p>		<p>Appropriate equipment secured</p>
			<p>Investigation into possible equipment that could support accessibility</p>	<p>HR Team</p>	<p>July 2024</p>		<p>Necessary courses delivered</p>
			<p>Explore suitable courses for students and staff (ie ihasco) to support accessibility handling</p>	<p>Diversity Coordinator</p>	<p>July 2024</p>		

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage</p> <ul style="list-style-type: none"> • Large print resources • Differentiated resources specific to disability • Electronic aids • Braille • Induction loops • Pictorial or symbolic representations • Access arrangements in place for students taking exams • Staff training 	<p>Ensure resources are kept up to date and renewed when technology dictates</p> <p>Ensure staff training is kept up to date and a professional support network is maintained</p> <p>Regular audit of communication methods to ensure relevant and reflect need</p>	<p>Keep up to date with research and professional networks</p> <p>Keep a training record which can be monitored and audited.</p> <p>Audit carried out annually and reviewed against need with recommendations</p>	<p>Inclusion Managers</p> <p>HR Officer</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Up to date</p> <p>Training record in place</p> <p>Audit review document</p>