



# **Hurworth House School**

**Hurworth House School -Accessibility Action Plan 2025-8**



The Hurworth Way is unique, we strive to develop moral **character** and purpose, **coach** for endless possibilities beyond the expected and **creatively** inspire to learn

## **Schools' Planning Duty**

Schools' Planning Duty Schools' Planning Duty under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if: (a) he or she has a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

At Hurworth School the plan will form part of the Building Contents Survey and will be monitored by the Headteacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

Hurworth House school are dedicated to ensuring that our environment and full curriculum values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

Hurworth House School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

### **1. Aims**

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.

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Safeguarding Policy
- Health & Safety Policy
- Staff-related policies, e.g. risk assessments.

This plan will also be used to advise and inform future planning documents and policies.

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

### ***Principles and values***

The plan is 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.

Darlington Borough Council was given some key messages which underpin this strategy which are encompassed within the following set of guiding principles:

- Inclusion
- Access and quality

- Prevention and early intervention
- Listening, active participation and partnership: (Pupil Voice)
- Safeguarding
- Rights and Responsibilities

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

## **Physical Environment**

The physical environment is fully accessible for all users and has wheelchair access both indoors and outdoors. All corridors are wide and there are no issues walking around school safety for any person in a wheelchair. We have rails where there are steps and slopes to access all aspects of the school grounds. There are two disabled people's toilets located in the school. Both the disabled people's toilets have a handrail, one and easy use taps. One disabled toilet has a shower attached.

## **Curriculum**

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people and follow school policies and procedures to ensure that these are all dealt with effectively. Where necessary, pupils have the

necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

## **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

## **Current Activities**

At Hurworth House we ensure that transition arrangements are tailored to suit individual needs. This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings. The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with the range of regional placing SEND Teams, outside agencies, Health Professionals and Educational Psychology Services. Our therapy team to advise on health social and emotional factors to promote access: team consists of Speech and Language Therapy Occupational Therapy and Psychology – Talking therapy.

The SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate. We have strong systems in place to ensure that we meet the needs of all of our pupils including targeted provision mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems. All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective. Our behaviour lead supports in classes and during unstructured times and is well-trained in supporting a range of needs.

- At Hurworth House school we offer a wide and diverse curriculum which includes access to cultural activities and teaching, the library offers a wide range of multicultural books and learning aids, we also encourage cultural celebrations through our school menu and class activities and events.
- We regularly hold 'student voices' where our students can express any wishes, complaints, ideas and feedback where possible. This in turn is shared with the respective staff.
- We have an education Wi-Fi network with access to monitored and regulated information for teaching purposes, this information can be accessed through our school iPads, school white interactive boards and pc's for children who enjoy and achieve productive learning through the use of IT equipment
- Children have access to iPads and or PC for learning purposes as well as sharing information/learning and fun time although we don't not allow mobile personal phones on site for safeguarding reasons.
- Our school meals cater for religious requirements and dietary requirements such as, gluten free and lactose free, vegetarian, vegan and life choices to ensure our food offering is inclusive and meet the needs of our children and parents/carers/guardians needs.
- Lunch clubs are accessible for children who want to access computer time and sports activities or have quiet time during breaks

- Our access to the building is in line with DDA, any new projects we may wish to undertake which involve building changes or amendments go through architect's support and involvement to ensure we are compliant with the DDA 2015.
- We offer a fully functional Occupational Therapy service and room for children to access, and programmes developed to encourage speech and language development plus meeting sensory needs.
- We offer support from a qualified speech and language therapist to ensure all our children have support with different ways to communicate and express their feelings and emotions.
- We have a sensory room and equipment for our children who have sensory needs and the option to use many different sensory equipment and access to learning through play and sensory equipment.
- There is access to outside play in designated areas.
- We offer swimming activates to those who enjoy sensory time and swimming and exercise. We have a sports hall inside and a large outdoor field and outdoor gym apparatus to offer inside and outside access to sports and exercise.
- We use movement breaks during the day to enable access to fresh air and breaks away from learning to re energise and re centre.
- We are looking at developing our outside space to encourage further physical activity and meet sensory needs plus involve experiential learning enquiry.

## **Hurworth House School -Accessibility Action Plan 2025-28**

- *All statutory policies are reviewed to reflect inclusive practice and comply with the Equality act 2010. These are published on the school website.*

Aims of the accessibility Plan -2025-28	
Aim 1	Increase access to the curriculum for pupils with a disability.
Aim 2	Improve and maintain access to the physical environment.
Aim 3	Improve the delivery of information to pupils with a disability.

SHORT TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	To comply with the Equality Act 2010,	Local procedures are reviewed in line with Equality Act	Review all statutory policies to ensure that they reflect inclusive practice and procedure	Termly cycle of policy review	HT All subject leaders Governors
	To be aware of the access / ongoing health needs of all pupils, staff, parents, and carers and to make reasonable adjustments accordingly.	To ensure referral process and or ongoing reviews assess provide updated information on pupil accessibility (including medical needs & transport).	Gather data around access needs when a child starts at our school. Create access plans for individuals as required. Regular reminders to parents and carers to let us know if they have problems with access to any areas of the school.	Ongoing throughout the year relevant to referral / any changes required	H/T, Referral coordinator/ SENCO / Therapy teams / administrator
	To ensure that curriculum adjustments provide fair access for all.	All pupils can access the curriculum pathway identified. Barriers to learning are removed.  Curriculum is reviewed on an annual basis to ensure it meets the needs of all pupils.  Acquisition and implementation of Equals curriculum	To use pupils progress tracking to ensure curriculum is effective for pupils to make progress.  Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc.  Ensure staff have access to the SEN information for pupils they teach, to ensure they can plan and deliver to meet need.	Ongoing throughout the year relevant to referral / any changes required	Curriculum Lead / SENCO
	To enhance the library provision within the school, providing books for a range of interest, made available to all pupils	Reading books related to scheme and enjoyment in place.  Sensory books in place (touch and feel)	Source age-appropriate reading materials this could include books, audio books to allow greater access to the enjoyment of books, e books, magazines etc.  To liaise with school council to seek their views and suggestions.  Liaise with parents – resources be sent home	Termly review	IO (English lead)

	To ensure that teaching and learning methods and environment supports pupils with physical needs.	All pupils can access the curriculum. Barriers to learning are removed.	OT equipment / resources, sensory regulation aids, weighted blankets, lap cushions. Therapy programmes as advised by external professionals. Rest and movement breaks as needed.	Ongoing throughout the year relevant to referral / any changes required	HT/ SENCO /therapy teams / Partnerships with specialist advisory service and multi-agency teams
	To ensure that teaching and learning methods and environment supports pupils and staff with diagnosed medical needs.	CPD training reflects relevant cohort / staff needs.  Therapy review informs critical incident reviews SEND updates by SENDCO in staff briefing- e.g. section F updates.	CPD references trends and ensures staff are confident in meeting the needs of the young people at Hurworth.  Staff CPD supports evidence-based practice –e.g. trauma informed and retrieval focus.  Mental health and well being lead training	Ongoing throughout the year relevant to referral / any changes required.  Autumn 25  Autumn 25	whole school / therapy teams
	To ensure that all pupils can access off site trips and or residential	All pupils can access the curriculum. Barriers to inclusion are made through reasonable adjustments.	Through discussions with parents, staff and providers, reasonable adjustments are made to enable inclusion. Pre-visits, additional staffing, accessibility of transport and adjustments and accommodation etc.	Ongoing throughout the year relevant to referral / any changes required.	

MEDIUM TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	Identify emerging equality issues across all groups and implement strategies to redress any imbalances, improve attendance to ensure all student groups make good progress in academic, social and emotional well-being.	Summative Analysis ensures reasonable adjustments address potential progress barriers.	Progress impact tracking, regular meetings parents / carers multi agency teams via EHCP interim and annual review  Edukey Provision mapping & Subgroup monitoring of targeted intervention for Equality need.	On-going termly throughout the year  Annual data	H/T, SENCO / Assistant Head for Progress / teaching team
	To improve the delivery of information to pupils	To increase the number of ipads and or additional technological learning aids	To review access to ipads To consult with teaching staff and support staff with regard to provision of access to SMART technology within each classroom To devise a clear and concise budget consideration for SLT to review and plan into annual spend	Autumn 25 acquisition in place	NZ (IT lead)/ business manager

			To ensure ipads have suitable access to the internet and are only used on the Aspis wifi and monitored by Smoothwall		
		To increase the number of interactive whiteboards and software available to pupils inclusive of an enhanced computing	To review current technology within classrooms To consult with teachers to review access requirements. To consult with pupils via 'Pupil Voice' to ensure all needs are met	acquisition in place by autumn 25	NZ (IT lead)/ business manager
	Embed trauma informed approaches and practice. Teacher shares good practice across the school and take into account the variety of learning needs	ASC Learning walks/ sensory audit show good composite judgement.  Trauma informed practice informs accessibility	Policy and practice revisions adopt trauma informed approach.  Communication scripts Existential learning programme, metacognition sensory circuits, creative specialism focus.	Sep 25 – Jan 26	Whole school approach
	Ensure Partnership work to support access for students with protected characteristics.	All pupils can access the curriculum. Barriers to inclusion are made through reasonable adjustments.	Analyses of emerging trends in relation to the following areas: IAG, Age, Race, gender, sexual orientation, disability, maternity / paternity and religion. Audit of calendar needs Calendar drop down days for to support protected characteristics risk / culture / IAG / SG etc	Calendar drop days in place Revised Oct 25	Whole school approach

LONG TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	Evaluate the short- and medium-term targets on a termly/ annual basis and deliver findings to governors.	All pupils making good progress.  Governor's report informs about SEND provision and progress.	See strategies for short- and medium-term targets above. Teaching and learning and finance and premises reviews termly / annually.	Termly / annually 2025-8	H/T , SENCO / Assistant Head for Progress / Governors

S	Targets	Success criteria	Strategies	Timescale	Responsibility
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	To review requirement for ramps and additional handrails based on pupils/staff accessing the buildings	Access to building has had adjustments made to enable access for all	Review of listed building access. Handrail audit and accessibility of pathways to be reviewed.  Estates review in conjunction with referral needs	to be reviewed in Oct 2025	Estates / maintenance team
	Improve the physical environment of the school supporting the whole school creativity coaching character vision.  The environment is adapted to the needs of pupils as required.	H&S audits and reports at good rating  Dedicated area for Hive intervention  Refurbishment of sensory room  Outdoor area for experiential learning.	The school will take into account the needs of the pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site / premises- e.g. improved lighting, colour scheme and accessible fittings, appropriate furniture.	Ongoing throughout the year  Autumn 25  Dec 25  Autumn 25	H/T , Service Manager / SENCO / therapy and Occupational therapist
	Ensuring all staff / pupils have a fair and equal access both on / off site.	Audit of mobility needs ensures tracking is robust.	Risk assessments includes Transport access/ PEEPs.  Undertake confidential survey of staff to ascertain needs and make sure they are met throughout the school.  Liaise with student voice /stakeholders to ensure their access needs are met – e.g. use of lift, / classroom / dietary facilitation in meetings	March 24 to be constantly reviewed- annual audit	All staff/ HR VS/ OT – estates

#### Accessibility Plan 2020-23

MEDIUM TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	To develop expand the outdoor/ indoor play provision, including additional equipment and safe areas for independent play	Accessible play equipment provides additional support for sensory regulation and access for all.  Acquisition of an indoor trampolines to enhance sensory equipment provision	To review current play equipment To consult with pupils via 'Pupil Voice'; and Governor meeting feedback to establish pupil requirements/wishes. To consult with Services Manager regarding H&S requirements eg: H&S implications, risk assessments, sign offs To ensure programme of works developed and followed	Autumn 25 tier 1 and Spring 26 tier 2	Estates/ service manager / students / staff

	Ensure the rigorous maintenance of specialist equipment and facilities.	SDP Plan notes major and minor works priorities included in the School Improvement Plan.	Site walk environmental review. Rapid response to minor works	Half termly commences Oct 25	Estates/ service manager / students / staff	
	Enhancement to seating outdoor dining / class areas	Accessible seating and shade across all outdoor areas		Audit of need and acquisition	June 25	service manager / students / staff

LONG TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	Continue to develop outdoor spaces and facilities.	Inclusive child friendly environment established and maintained.	Outdoor experiential learning area to be developed.  Review and update annual cycle of premises schedule.	Oct 25 – June 26	H/T Service manager / estates
	Ensure school is accessible and safe as possible.	H&S audits maintain Good grading.  Estates review in conjunction with new referral needs	Ensure premises schedule is used to highlight areas of development or repair.	Sept 25/28	H/T , Service manager/ estates

SORT TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	To ensure written information to all children and young people parent / carer / stakeholders.	To ensure all information / signage is accessible to all. Eg pupils is available in a symbolised/picture format.  accessibility plan consulted with pupils	Review additional languages required for parents.  Ensure EAL captured at point of admission. Consult with staff who has EAL to liaise with pupils/parents where required.  Auditing signage is accessible to all Parent / pupil friendly leaflets /policies/ dev plans etc. Interpretation service	Nov 25 ongoing update / review	Service manager / site / middle leaders
	To ensure annually that all stakeholders are consulted on their views on accessibility to and across the site	Improved access/modifications to the school environment and stronger stakeholder 'buy in' of the school.	LPPA programme evaluates need and Develops stakeholder voice and participation in the school community/environment.	Sep 25	LPPA co opordinatpr

MEDIUM TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	Revise termly cycle of Internal quality assurance audits that address accessibility needs.	<p>Bimonthly Equalities working party analyses emerging trends.</p> <p>Internal / external LA quality assurance audits for off-site on-site provisions.</p> <p>feedback to governors throughout the academic year</p>	<p>Review of QA process and cycle established for in house and LA audits.</p> <p>Continual contact between school / parents / carers to ensure documentation fully reflects the needs of the pupils.</p>	Sept 25	H/T / SLT / GOV

LONG TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	School recording systems and local procedures to be reviewed and improved on a rolling cycle	Effective communication of information about disability / adjustments / barriers to learning throughout the school	Review and update record keeping systems	2025 -2008	H/T / SLT/ GOV