

ACCESSIBILITY PLAN: North Hill House 2025-26

Introduction

The accessibility plan shows how school/college access is to be approved for children and young people/students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments wherever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time to increase accessibility to the physical environment, the curriculum and written information so that all children and young people with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for children and young people/students with a disability that they have:

- Total access to our environment, curriculum and information and
- Full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy
- We recognize their duty under the Equality Act:
 - Not to discriminate against disabled children and young people in their admissions and exclusions, and provision of education and associated services

- Not to treat disabled children and young people less favorably
- To take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties, the management team have regard to the Equality Act 2010
- Our setting
 - Recognises and values the child or young person's knowledge/parents' knowledge of the child/young person's disability
 - Recognises the effect their disability has on their ability to carry out activities
 - Respects the parents' and child's right to confidentiality
- The setting provides all children and young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate
- The plan covers a three-year period, will be reviewed at least annually and will be cross referenced in the SAR/SDP/CIP and SEF/SER as appropriate

Increased Access for disabled children and young people to the curriculum

This includes teaching and learning and the wider curriculum of the school/college such as participation in after school/college clubs, leisure and cultural activities and educational visits

- Recognise the needs of young people with ASD and how it impacts on their learning
- Use the expertise/training from SALT and OT support
- Identify young people with SEND on admission through sharing of information and close liaison between home and school
- Ensure all staff are fully informed of the special educational needs/disability of every young person at the school, including sharing progress reports, therapy reports and student/parent feedback
- Regular training opportunities for all staff re: SEND and appropriate teaching and learning strategies
- Provide 1:1 intervention with TA to build skills (particularly for literacy and numeracy)
- Provide a bespoke and individualised timetable

- Source specialist advice from other professionals linked to the school (eg SaLT, OT, specialist therapist, social care, CAMHs and physiotherapist) on modifying the curriculum and teaching strategies for individual young people
- Utilise access arrangements for internal and external exams
- Target setting and monitoring is effectively used to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups
- Individual arrangements to ensure a successful and supported transition (to community or other services)

Improving access to the physical environment of the school/college

This includes improvements to the physical environment of the school/college and physical aids to access education and to evacuate the school/college safely.

- Arranging the classroom to support individual needs (furniture arrangements, managing lighting, noise reduction and reduced visual stimulus)
 - Using individual visual timetables on wall of tutor classroom
 - Using visual planners to support transitions and visits
 - Creating personalized quiet space as required
 - Providing ear defenders

Improving the delivery of written information to disabled children and young people

This will include planning to make written information that is normally provided by the school/college to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school/college events, and information available electronically, including via virtual learning platforms. The information should take account of children and young people's disabilities and children and young people and parents preferred formats (eg Makaton/PECS/alternative language such as Welsh) and be made available within a reasonable time frame.

- Fully differentiated resources to include dyslexia reading books
 - Desktop PC screens with screen overlays
 - Coloured overlays for text
 - Coloured lined paper for writing

- Coloured reading rulers
- Distraction aids (fidgets)
- Sand timers
- Headphones
- iPads
- Readers and/or scribes in exams where required
- Interactive whiteboards
- Large keyed keyboard with upper case lettering

Financial Planning and Control

The Head Teacher/Principal and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

- Review annually the site provision meets needs of pupils
- Review regularly finances to support development of resources on site or in the classroom
- Use funds within the organisation to support development of facilities