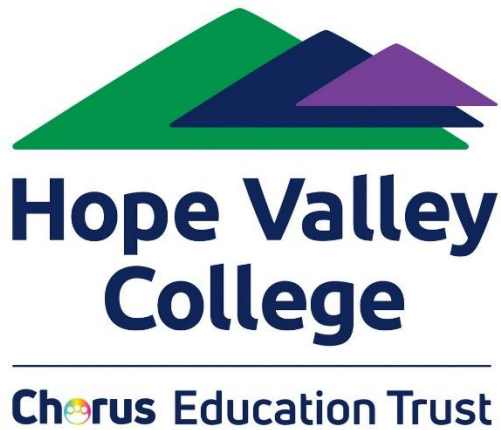


Hope Valley College

Accessibility Plan

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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Name and job title of author:	Laura Demirkazik (Director of SEND)/Ann Allen (COO)
Target audience:	Students / Staff / Trainees / Parents / Governors / Trustees / Visitors
Related documents:	Funding Agreement, Articles of Association, Complaints Policy, Health and Safety Policy, SEND Information Report, SEND Policy, Managing Children and Young Peoples Identified Health Needs Procedures, Behaviour Policy & Behaviour Procedure



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1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of each 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.

We have included a range of stakeholders in the development of this accessibility plan, including

- Pupils
- Parents of students
- Employees
- Governors of the Local Governing Body
- External partners

2. Key aims

Chorus Education Trust and our schools aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our core principles and commitment is to:

- provide an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school
- not to discriminate against disabled students in our admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- we recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respect the parents' and child's rights to confidentiality
- provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

The Trust also recognise their responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities

- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be made available online on the school website, and paper copies are available upon request.

Chorus Education Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust and its schools support any available partnerships to develop and implement the plan.

Our [complaints policy](#) covers the accessibility plan. If you have any concerns relating to accessibility in the school, the [complaints policy](#) sets out the process for raising these concerns.

3. 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.

This plan complies with our [funding agreement](#) and [articles of association](#).

4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

A1.1 Improve participation in the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Quality First Teaching incorporates and considers individual pupil needs</p>	<ul style="list-style-type: none"> • Staff consider the needs of all students in the school when planning lessons and adjust resources accordingly, such as text size, writing equipment, classroom position etc. • QFT support and CPD is provided as necessary and appropriate to ensure staff are skilled in using reasonable adjustments to enable access for all. • The SENDCo will monitor all children with additional needs and ensure their needs are being met. • The additional needs of pupils are known by their teachers and Teaching Assistants through the sharing of documents such as Learning Passports. • The advice of professionals is taken on board, with pupil plans and provision adjusted accordingly. • Where appropriate, individual pupil targets are created. These are set and reviewed effectively and are appropriate for pupils with additional needs. • Pupil Progress Meetings monitor all groups of children and their progress. Any pupil falling behind is identified and supported. • Learning Passports and Arbor regularly updated to provide information required. • Transition processes ensure that the needs of children joining the school are understood and supported. Staff understand that the needs of a child may change over time. • The curriculum is reviewed to ensure it meets the needs of all pupils. • Promotion of an ethos of inclusion, acceptance and understanding. 	<p>Ongoing to adjust to changing and emerging needs of students.</p> <p>Documentation such as Learning Passports are reviewed and updated regularly.</p>	<p>All staff have a responsibility to act on information shared by the Inclusion Team.</p> <p>Inclusion Team share student specific information including teaching and learning strategies.</p>	<p>All students access the curriculum with relevant information shared and accessed by teaching staff in a timely manner.</p>

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Ensure all students can access public examinations and statutory assessments = keep</p>	<ul style="list-style-type: none"> Approved access arrangements in place for all students who have been identified as requiring and are eligible for support, including, readers, scribes, extra time etc. Facilitating and invigilating examinations outside of the school (within exam board guidance) in exceptional circumstances. 	<p>Throughout and prior to examination period – adhering to deadlines set by JCQ and school access arrangements as stipulated in relevant Trust policy or school procedure.</p>	<p>Exam team and Inclusion Team.</p> <p>All staff have a responsibility to act on information shared.</p> <p>Inclusion Teams share student specific information.</p> <p>Exams team to share access arrangements and timescales with all staff annually.</p>	<p>Participation and approved access arrangements in place for all exams and statutory assessments</p>

A1.2 Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Classroom and office layouts – accommodating all physical needs (students, staff and visitors)	<ul style="list-style-type: none"> • Ensure that all furniture in a classroom is organised in such a way as to not restrict a student’s access to particular equipment or observe activities. • Ensure those with physical impairments are considered when planning activities or events. • Ensure screen at front of room is visible for all students and particularly with physical impairments. • Assessment of size and furniture layout in pupil-accessed offices to enable all to access. • Adaptations made as per required to allow all to attend meetings and events irrespective of physical capabilities – suitable rooms selected. • Ensure that staff have appropriate training as needed when working with children with specific physical needs on how to adapt their learning environment. • Continue to seek advice and support external services and programs that children require on how to adapt their learning environment. 	Ongoing – assessment made on an event by event basis	All staff – event’s organisers. Classrooms - Facilities staff and all teachers to regularly check furniture/layouts. Offices - Facilities staff and office users to regularly check furniture/layouts. Meeting rooms – all staff.	Classrooms and offices are welcoming spaces and where possible are accessible for all even those with physical impairments. Events can be attended by all even if they have physical impairments.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Hearing loops are functioning properly and fit for purpose	<ul style="list-style-type: none"> Review current provision. Liaise with Inclusion Team to ensure all students are appropriately provided for to access lessons. Maintenance schedule in place for current provision. 	As per standard service and maintenance schedule. Additional provision as required.	School facilities team in conjunction with central Estates Team.	Those students with hearing issues can access all lessons in the areas of the school they use.
Whole school building is accessible	<ul style="list-style-type: none"> Hoist/ramps Corridor width Automatic doors Elevators Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Provision of specialist adapted furniture is provided, e.g. rise/fall desks Note if areas of the building are inaccessible the school will re timetable wherever possible. 	Ongoing	School facilities team in conjunction with central Estates Team.	Those students with physical needs can access all lessons in the areas of the school they use.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Emergency evacuation routes are suitable for all	<ul style="list-style-type: none"> Ensuring routes and exits are clear at all times. Routines in place to check and monitor all emergency exits. Personal Emergency Evacuation Plans in place for children with impaired mobility. Facilities team to check and monitor. 	Ongoing	School Business Manager and facilities team, in conjunction with central Facilities Team. SLT (Health and Safety lead)	All building users irrelevant of physical or mental capacity can escape premises safely in emergency situation.
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> Regular checks of all walkways and exits. Staff are aware of requirements to keep emergency routes and exits clear of obstruction Immediate removal of obstruction upon discovery. 	Ongoing – daily	All staff – facilities staff (caretakers and cleaners)	All disabled personnel and students have safe independent exits from school.
Full access to all school trips and off-site experiences for all students irrespective of physical disabilities	<ul style="list-style-type: none"> Assess provision of accessible transport and ensure trips are planned with consideration for physical capabilities of intended students – reasonable adjustments made. Where possible tailor off-site experiences to accommodate physically impaired students and where no alternative is available, ensure similar experiences provided for physically impaired students. 	Ongoing	All staff – in particular those organising trips/off site visits and EVC	All students irrespective of physical capabilities have opportunity to participate in off-site activities.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Supporting safe movement around the school building and site	<ul style="list-style-type: none"> • Use of provision such as early passes allows pupil movement in quieter transition periods throughout the day • Adult supervision provided as required and appropriate • Hoist / ramps provided and serviced • Doorways and corridors are wide enough for wheelchair use. • Automatic doors • Elevators serviced and in use 			

A1.3 Improve Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
To improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • Communication friendly signage within schools • Providing pictorial or symbolic representations • Large print resources • Braille • Induction loops • Use of Assistive Technology • School to continue to be proactive in seeking external specialist support and advice as needed. 	Ongoing	All staff, in particular the SENDCo and SLT	All pupils access information with barriers removed
Website – To be compliant, up to date and displaying accurate information.	<ul style="list-style-type: none"> • Annual QA review by central Marketing Manager. • All policies and procedures to be reviewed and ratified within given timescales and due dates. • Use of videos to relay key information to parents, guardians and pupils. 	Annual	Central Marketing Manager = Communications Lead, Business Manager and Headteacher	Compliant website. All policies to be current and relevant.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To improve and develop alternative formats and platforms for sharing information with school community.	<ul style="list-style-type: none"> Using a variety of formats for communication, including text, email, student-post and social media. Ensure all parents/carers are aware that the school can provide communication in large text, via telephone and face to face meetings if required and requested. Check that correspondence sent home is accessible in relation to reading ability language etc. 	Ongoing	Central Marketing Manager = Communications Lead, Business Manager and Headteacher	All parents/carers are aware of alternatives available and how these can be accessed. Feedback from parents/carers references various platforms.
To provide information around support offered in school.	<ul style="list-style-type: none"> Website signposting support for specific needs. Inclusion team represented at parental evenings. 	Ongoing	Communications Inclusion Team - SLT	Parents/carers aware of support offered in school and how to access it.

5. Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Director of SEND, SENDCO and the Business Manager.

It will be approved by the Trust Executive Team and noted by the local governing body committee with responsibility for Inclusion.