

Hindley J and I School



Accessibility Policy

September 2025

Review date: September 2028

Miss McKeever (Headteacher)

Mr G Doubleday (Chair of Governors)

Vision Statement

At Hindley J & I we are committed to working together to provide an inspirational and exciting learning environment where all pupils can develop an enthusiasm for life-long learning. We believe that pupils should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We endeavour to provide an environment that enables full curriculum access that 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 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 the school.

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 review process can be delegated to a committee of the Governing Body, an individual or the Head. At Hindley J & I the plan will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current plan will be appended to this document.

Audience

This policy document is available to:

- Teachers
- Support Staff
- Parents/Carers
- Governors
- Ofsted

Copies of this policy are available on request via the school office and are accessible on the school website.

Aims:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The Hindley J & I 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 practicable. The Accessibility Plan contains relevant and timely actions to:-

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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain 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 within a reasonable timeframe.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. The site manager will play an instrumental role in ensuring adherence to the plan. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Current good practice

We aim to seek information about any disability or health condition in early communications with new parents and carers for our Reception class. For parents and carers of pupils already at the school, we collect information as part of an annual medical questionnaire to parents/careers.

Physical Environment

As a purpose built school for pupils with complex physical and medical conditions, the main areas of the building are compliant with physical accessibility i.e. corridor width

and no change in surface level. The site manager and the SENCo complete audits to inform the Accessibility Plan on what is needed for development in the physical environment. These audits are available to be viewed on request.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues 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, in effect, all the school's policies and procedures, written and unwritten.

At Hindley J & I we endeavour to seek advice from other agencies such as Targeted Educational Support Team, Educational Psychology Service, Physiotherapy service, Outreach, Speech and Language and many others in order to meet the needs of all our pupils and make reasonable adjustments. There are few if any areas of the curriculum that cannot be accessed.

Adjustments are made according to advice from other professionals such as enlarging text, use of writing slopes, access to the learning mentor for developing attention and many more. These are administered in quality first teaching and can be part of a pupils action plan should they have significant needs.

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access at the moment.

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, with a range of different formats available for disabled pupils, parents and staff.

Consultation

The Hindley J & I Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. We will consult with experts when new situations regarding pupils with disabilities are experienced to inform continual professional development. The Governors and Senior Leadership Team will work closely with the Local Authority.

Review

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs / Inclusion policy

Accessibility Plan

Hindley J & I

Date: 2025-2028

Access to Curriculum	Tasks	Timescale	Resources	Responsibility	Monitoring
To ensure staff have the knowledge of quality first teaching that is inclusive to all learners.	<ul style="list-style-type: none"> ▪ Provide staff with Quality First Teaching document for pupils with SEND ▪ Ask staff to complete audits of need in relation to their understanding of SEND 	Autumn Term 2025	Time from DE & staff	DE	DE
To ensure the SLT have a clear understanding of barriers to the curriculum	<ul style="list-style-type: none"> ▪ To analyse the SEND register to identify patterns and learner needs. ▪ Consult with parent / carers and pupils about their views about access to the curriculum, both those with SEND and non. ▪ Complete regular audits of the provision to ensure reasonable adjustments are made by staff. ▪ Through pupil progress meeting discussions with staff ensure barriers are identified and actioned. 	Autumn Term 2025 Termly	Time from DE/ AM/ KRad Questionnaires (in different formats if required.)	DE/ AM/ KRad	Leadership Team and Governors

<p>Increase Staff knowledge of effective teaching and learning through training on pupil needs as they arise.</p>	<ul style="list-style-type: none"> ▪ Access training for Autism and ADHD, as a priority linked to SEND register trends. ▪ To schedule meetings as appropriate with outside agencies and their recommendations. ▪ Meeting termly with the SENCo to discuss learner needs 	<p>November 2025</p> <p>Ongoing</p>	<p>EP session costs</p> <p>Time staff & DE</p>	<p>DE</p>	<p>Leadership Team</p> <p>Governors</p>
<p>To ensure uptake of extracurricular activities by those with disabilities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. ▪ Investigate TA flexibility to cover extracurricular activities if needed. ▪ Seek advice from alternative accessible venues for residential trips. 	<p>Ongoing</p>	<p>Training needed on risk assessments for trips and extracurricular activities.</p>	<p>DE AM KRaf</p>	<p>SLT</p> <p>Governors</p>
<p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Hold disability awareness day ▪ Involve local disability groups in assemblies and visits to school ▪ Resource early years with small world figures that promote disability ▪ Regular items for newsletter highlighting achievements of pupils with disabilities ▪ Staff to promote awareness of those with disabilities through displays 	<p>Ongoing</p>		<p>DE AM KRad Class Teachers</p>	<p>Leadership Team and Governors</p>

	<ul style="list-style-type: none"> ▪ Link PE activities with community event as above 				
Physical environment	Tasks	Timescale	Resources	Responsibility	Monitoring
To ensure the physical environment is accessible for those with disabilities.	<ul style="list-style-type: none"> ▪ Complete regular audit of premises with site manager ▪ Share with stakeholders for their views ▪ To make the environment accessible for those who have hearing or vision impairments ▪ Ensure the gate is easy to open in the quiet garden. ▪ To liaise with staff about classroom space and requirements to meet the needs of those with disabilities for increased independence 	Ongoing	Time Signage VI compliant	SHyde SLT Gov	Governors
To ensure access is compliant to health and safety regulations.	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Update manual handling plans ▪ Complete register of training needs 	Autumn Term 2025	Time	SHyde DE	
To ensure the physical environment engages and meets the needs of all learners.	<ul style="list-style-type: none"> ▪ To discuss outdoor areas with the pupils and how to meet the needs of those with disabilities. ▪ Provide resources for use at playtimes that engage those who use wheel chairs or have other physical disabilities. 	Spring 2025	Questionnaire	AM	Governors

Access to information	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Homework information available as information sheets in alternative formats as appropriate. 	Ongoing	Time to create alternative format.	RS DE	SLT