



# Hyde Park School

# Accessibility Plan

(Every 3 Years)

## Policy History

Policy Version	Change Author	Governor Adoption Date	Next Review Date
1	YJ, MD, DR, HM– Senior Leaders adapted from old policy	September 2022	September 2025
2	YJ, MD, EF, JH – Senior Leaders adapted from old policy	September 2025	September 2028

# Accessibility Plan

## September 2025- September 2028 Accessibility policy and Accessibility Plan

Hyde Park Schools aim to treat all stakeholders, including pupils, prospective pupils, staff, governors, and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The Schools' aim to work closely with pupils with a disability, their families, and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The Schools are active in promoting positive attitudes to persons with a disability in the school and in planning to increase access to education for all pupils with a disability. As part of the Schools' communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## The purpose of the Plan

The purpose of this plan is to show how Hyde Park Schools intend, over time, to increase the accessibility of our Schools for pupils with a disability. 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 means, "Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. 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 Local Governing Body (LGB). The review process can be delegated to a committee of the LGB, an individual, or the Executive Headteacher.

## Definition of Disability

A person has a disability 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 carry out normal day-to-day activities. (DDA definition of disability)

## What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the Schools' Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Hyde Park Schools are committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 the schools.

1. Hyde Park School' 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 prepared for life as are the able-bodied pupils. This encompasses 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 or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe.
  - Improve and maintain access to the physical environment of the schools, adding specialist facilities as necessary – these cover improvements to the physical environment of the schools and physical aids to access education within a reasonable timeframe.
  - 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 academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.
2. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
  3. The Accessibility Plan will be published on the schools' website.
  4. The Accessibility Plan will be monitored through the Local Governing Body and reported to the Full LGB. The Schools will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

<b>Accessibility Plan</b>					
<b>RATIONALE</b>	To ensure we provide an accessible environment at Hyde Park Schools 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 challenging any negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.				
<b>PURPOSES</b>	<ul style="list-style-type: none"> <li>○ To ensure Hyde Park Schools plans for the accessibility of provision for all pupils, staff, and visitors</li> <li>○ To improve the physical environment of Hyde Park Schools, adding specialist facilities as necessary, and making reasonable adjustments</li> <li>○ To further increase access to the curriculum for pupils with a disability, including participation in extra-curricular clubs, leisure and cultural activities and educational visits and considering the provision of specialist aids and equipment.</li> <li>○ To further improve and make reasonable adjustments to information available to pupils, staff, parents, and visitors, within reasonable time frames considering the various preferred formats.</li> <li>○ To provide on-going training for staff and the Academy Advisory Board on matters of disability discrimination.</li> </ul>				
<b>Legislation and Guidance</b>	<ul style="list-style-type: none"> <li>• This document meets the requirements of <a href="#">schedule 10 of the Equality Act 2010</a> and the Department for Education (DfE) <a href="#">guidance for schools on the Equality Act 2010</a>.</li> <li>• 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.</li> <li>• Under the <a href="#">Special Educational Needs and Disability (SEND) Code of Practice</a>, ‘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.</li> <li>• 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.</li> </ul>				
<b>Aim</b>	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Outcome</b>

<p>Increase the extent to which pupils with disabilities can participate in the school curriculum.</p>	<ul style="list-style-type: none"> <li>• Pupils have an individual Graduated Response Plan through an IEP or support plan which is reviewed regularly to ensure they have access to, and benefit from a wide and varied curriculum.</li> <li>• Specialist advice is sought and support where appropriate to ensure pupils access specialist equipment and support through the adaptation of provision</li> </ul>	<p>Regular monitoring by leaders at all levels of curriculum offered and progression made in line with the accessibility for individual pupils</p> <p>Continue to seek specialist advice and support as appropriate.</p> <p>Maintain all areas of the school to ensure full access to provision.</p> <p>Develop the use of IT (hardware and software) to support accessibility</p> <ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Shared planning</li> <li>• Input from IT colleagues</li> </ul>	<p>SLT Classroom teachers Inclusion team 1:1 Support staff Support staff</p> <p>EHT, HoS, SENCO, Computing Leads</p>	<p>Ongoing – reviewed each term or when a new pupil with a disability joins either school.</p> <p>September 2023</p>	<p>Deliberate and effective action is taken to promote pupils’ spiritual, moral, social, and cultural development and their physical well-being:</p> <p>All pupils able to access all areas of the curriculum.</p> <p>Staff are confident to plan for and use a range of IT resources to support children to access the curriculum.</p> <p>Individual children are confident and engaged in learning when using relevant IT.</p>
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and lesson  
planning.

- Purchase of specialist equipment as appropriate.
- Assess the suitability of educational visit locations to ensure that all pupils are able to participate.

	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Outcome</b>
<p>Improve access to the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, and facilities and associated services provided.</p>	<ul style="list-style-type: none"> <li>• Risk Assessments undertaken to ensure that educational visits are accessible to all.</li> <li>• Transport provided as appropriate.</li> <li>• Regular site walks with Health and Safety Co-ordinator and Site Manager to ensure that the building is safe.</li> </ul>	<p>Maintain and monitor playground and paths and interior floors to ensure they are even.</p> <p>Create a generalised PEEP to ensure all visitors are able to evacuate the building safely.</p> <p>PEEPs in place for all staff and pupils who require one.</p> <p>Development of zones including quiet zone.</p> <p>Ensure risk assessments are reviewed at least termly</p>	<p>SLT Classroom teachers Inclusion team 1:1 Support staff Support staff</p> <p>EHT, SENCO</p> <p>SENCO</p>	<p>Ongoing – reviewed during Health and Safety monitoring.</p>	<p>Corridors and classrooms maintain accessibility.</p> <p>All pupils can participate in whole breadth of the curriculum.</p>

<p>Ensure staff have appropriate knowledge and CPD to be able to support children with disabilities in lessons.</p>	<p><b>Current good practice</b></p> <p>Half termly meetings with classroom staff to discuss individual children's needs.</p> <p>Yearly Transition meetings held with new staff.</p> <p>Teachers carry out termly reviews of pupils with difficulties.</p> <p>CPD support given to teaching staff in completing graduated response and ensure appropriate provision is in place.</p> <p>External agencies give</p>	<p><b>Actions to be taken</b></p> <ul style="list-style-type: none"> <li>• More frequent Team teaching between Sen-Co and classroom teachers focusing on addressing the needs of the individuals in the class.</li> <li>• Greater focus on scrutinising children's access to the curriculum.</li> </ul>	<p><b>Person responsible</b></p> <p>SLT Classroom teachers Inclusion team 1:1 Support staff Support staff SEND-Co</p>	<p><b>Date to complete actions by</b></p> <p>Ongoing – reviewed at least annually</p>	<p><b>Outcome</b></p> <p>Pupils with disabilities receive high quality and personalised teaching.</p>
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	<p>identified staff appropriate training.</p> <p>ECT teachers receive an SEN Induction meeting with SEND-Co</p> <p>Intervention CPD carried out for Teaching Assistants.</p>				
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**Monitoring Arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Executive Headteacher and SEN governor

**Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs & Disability (SEND) Information Report
- Supporting Pupils with Medical Conditions Policy