



# Accessibility Plan

**This is a statutory policy as required by the Department of Education (March 2022)**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Governing Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

At Hillside Specialist School and College we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

## **Aims**

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The aim of this 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 for disabled pupils.

The Governing Board of Hillside Specialist School and College also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that any person with a disability is provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision, ensuring they can carry out their duties without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

## **Current provision (*please also see Local Offer*)**

### **Access to the Curriculum**

As a Specialist School our pupils take part in a wide ranging personalised curriculum. We have built an eclectic approach to pupils learning, taking into account current theories and methods of teaching. All of our pupils display significant difficulties within the 'Triad of Impairment' that is at the heart of the autism. A child's difficulties in language and communication, social relationships, and rigid patterns of behaviour/thought/interests form major barriers to learning. Our role is to help our pupils to come to terms with, and overcome, these difficulties.

### **Physical Access**

The School is on a vast site and is currently not fully accessible. The school buildings for the primary and secondary provision are not fully accessible, however, the 16-19 provision is fully accessible and on one level. There is a ramp to enter the main reception. There are disabled toilet facilities and five disabled parking bays. Symbols are used on displays. Policies and procedures are available on the school website and can be produced in different font sizes and/or different coloured paper upon request.

We work closely with Speech and Language Therapists and an Occupational Therapist who assist in identifying equipment and specialist support in order for our pupils to access the curriculum.

## Action Plan

Reference to purpose	Aim	Current practice	Objectives	Action	By
Curriculum	Ensure a consistent and effective approach to pupils expressive communication throughout school.	A total communication style approach is used within school.	Work closely with SaLT to ensure specialist provision is in place.	Review communication environment across the School to look at consistency across all key stages.  Further embed the use of theme boards and communication books.	September 2024
Curriculum	Enhance the schools offer and range of interventions available to pupils who require additional provision above that delivered within the classroom.	Intervention sessions delivered by HLTAs and class staff.	For pupils to have greater access to specialist interventions within school.	Embed Thrive across the whole school.  Develop the HLTA intervention role across the school to implement and monitor impact of interventions on behaviour, communication and movement.	September 2024
Environment	Extend outdoor physical development opportunities for all pupils.	All children have regular opportunities for physical activities in the outdoors throughout the school day either through break/lunch times and if required additional opportunities as part of their PLPs/sensory diet.	Establish progressive physical opportunities for pupils to develop gross motor skills.	Consider appropriate physical development opportunities which are progressive from EHYS/KS1 in order to maintain and develop pupils gross motor skills.	Ongoing