

Accessibility Plan Policy

Policy Number: STAT012

Trustee Committee: H,S&P

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Issue Date: 18/03/2025

Review Date: 18/03/2028

Policy Review

This policy will be reviewed in full by the Board of Trustees every three years.

The policy was last reviewed and agreed by the Board of Trustees on 18th March 2025
It is due for review in 36 months from the above date.

Signature _____

Date _____

Headteacher

Signature _____

Date _____

Chair of Board of Trustees

Introduction and Aims

This document outlines the school's approach to Accessibility and steps to ensure any future works at the school increase access to school activities for disabled people.

The aims of the accessibility plan are to:

- Increase the extent to which disabled pupils can participate in the school curriculum. This covers not only teaching and learning, but also the wider curriculum of the school such as participation in after school clubs, sporting and cultural activities or school visits.
- Improve the physical environment of the school.
- Improve the delivery to disabled pupils of written information, which is provided to pupils who are not disabled.

At Hitchin Boys' School we have a general duty to:

- promote equality of opportunity between disabled people and able-bodied people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take account of disabled peoples' disabilities even where that involves treating disabled people more favourably than able-bodied people.

It is a requirement that the school's accessibility plan is adequately resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability is a broad one, as follows: 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 (Disability Discrimination Act 1995).

Key Objectives

Overall the intention is to improve access to education and educational achievement by disabled pupils to ensure equality of opportunity and so lead to a full participation in the school community. This shall equally apply to prospective pupils, staff and visitors with a disability.

Statutory Responsibilities

The Equality Policy 2010 places a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school. Accessibility plans and strategies must be in writing. The nature and content of plans will depend on the size of school and the resources available to the school.

Disability Discrimination Act

Although not part of the accessibility plan, Hitchin Boys' School will also consider the access arrangements for adults using their building as set out in the Disability Discrimination Act (DDA), including all subsequent amendments that come into force.

The DDA gives rights to disabled people in three main areas relating to schools:

- Employing staff: the school must not unjustifiably discriminate against present and

future employees, or job applicants, on the grounds of disability. To enable a disabled person to do their job, the school may have to make reasonable adjustments to their employment arrangements or premises if these substantially disadvantage a disabled person compared to an able-bodied person. It is expected that such adjustments will be made wherever it is reasonable to do so. Access to Work (AtW) provides advice and practical support to disabled people and their employers to help overcome work related obstacles resulting from a disability.

- Providing non-educational services to the public: when providing non-educational services, for example, when letting rooms in the school for community use, the school must not unjustifiably discriminate against disabled people. They must also take reasonable steps to change policies, practises or procedures which make it impossible or unreasonably difficult for a disabled person to use a service. The school must provide auxiliary aids or services to enable disabled people to use a service and overcome physical barriers by providing a service by a reasonable alternative method. In this context non-educational services include services offered to parents such as meetings, access to fundraising, use of sports facilities available to the local community and the hiring of school accommodation to the local community.
- Publishing information about arrangements for disabled pupils: the school, in its annual reports to parents, must explain their admissions arrangements for disabled pupils, how they will help such pupils gain access and what they will do to make sure they are treated fairly. Schools should also ensure that information provided to parents is accessible to parents with a disability. This may require, for example, using a larger print, audio taped copies or documents in Braille. It should be recognised that not all the requirements can necessarily be introduced immediately. Hitchin Boys' School will continue to plan ahead to implement necessary changes as reasonably practicable.

Action Plan

The action plan is divided into three sections, short, medium and long-term targets that support the aims of the school outlined above. These plans will be reviewed periodically.

What Hitchin Boys' School currently provides to help make the curriculum accessible:

- Individual support for students with a Statement of Special Educational Needs and Disabilities.
- Individual and small group support from outside agencies.
- Individual small group support delivered by our own teaching assistants within the SEND budget.
- Mentoring on a one-to-one basis for identified students.
- Staff training on differentiation, teaching strategies & teaching styles.
- Homework support after school.
- Extra numeracy and literacy support for years 7, 8 and 9.
- Paired reading scheme delivered by 6th form students organised by teaching assistants.
- Individual pathway for students in years 9, 10 and 11.
- Small group sizes for less able students in core subjects.
- Home and hospital support through Herts County Council ESTMA service for students when they have been absent from school for a considerable amount of time due to injury or illness.

The school is always seeking to improve access around the school for disabled students, our current provision for the disabled in terms of buildings is:

- Toilets for people with a disability in the 6th form centre, sports pavilion, sports centre and adjacent to the school office.

- New or additional ramps around the school.
- Automatic door controls fitted to doors leading into the Quad from the main entrance.
- Resurfacing of worn pavements and other traffic areas and repainting step edging.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved	Action By	Review date
Short Term	Availability of written material in alternative formats.	The school makes itself aware of the services available for converting written information into alternative formats	If needed the school can provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils improved and constantly reviewed		
	To improve staff /student awareness of resources available	Topics for Assembly, review curriculum,	Enhanced student awareness	Ongoing	Increase students' accessibility		

Medium Term	Incorporation of appropriate decoration when refurbishing to benefit pupils with visual/ hearing impairments.	Seek advice from LEA sensory support service on appropriate decoration.	Classrooms are accessible to visually impaired children. For students with hearing impairments portable equipment / adjustments will be provided as required.	Ongoing	Overall accessibility of school increased and improved		
	Training for teachers / Classroom support staff on differentiating the curriculum.	The School Development Plan includes training on differentiating the curriculum.	Teachers / classroom support staff are able to more fully meet the requirements of disabled children with regards to accessing the curriculum.	Ongoing	Increase in access to the National Curriculum.		

Longer Term	All current buildings are accessible where they can be reasonably adjusted. The school will plan for accessibility in any future builds.	Accessibility planning in project specifications will be an ongoing consideration	Maintain accessibility.	Ongoing	Physical accessibility of school maintained.		
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