



Policy Number:	SU01	Originator:	Lukasz Miecznikowski
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This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Headteacher of the Greater Horseshoe School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Greater Horseshoe School Mission Statement

The Greater Horseshoe School is committed to raising achievement and enabling pupils to recognise their potential and to support them through a personalised and engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

This mission statement embodies our work at the Greater Horseshoe School. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by the Greater Horseshoe School.

Definition (Equality Act 2010)

“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”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the Disability Discrimination Act 1995 (DDA) ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, 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 reinforcing our culture of inclusion, support and awareness within the school. The Greater Horseshoe School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of 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 school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

Accessibility Plan

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- The Greater Horseshoe School data system is available for all staff
- Advanced planning for students based on good information from the Local Authority
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- Risk assessments for all young people
- Intervention work provided
- Developing outstanding learning and teaching across the school
- Progress Reviews enables all students to discuss their learning
- Using 'Bsquared – Progression Steps' framework where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind- friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc
- Smaller teaching groups
- Development of mutual support and understanding between colleagues in working with pupils with disabilities
- New elevator in the new build improving accessibility for all service users.

Priorities for 2021-24

- To continually assess and evaluate our curriculum to ensure it is accessible for students with disabilities
 - To develop sensory room and spaces outside den/area.
 - To develop our outside learning area to include easily accessible play areas for children of all ages and ability.
 - To ensure that students, staff and parents are consulted to ensure the development of the Accessibility Plan
 - Continue to improve access to vocational areas for horticulture and animal care at Chipley
 - To develop increased vocational learning areas including; Motor Mechanics, Catering and Music.
2. Improve 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;

Physical Access – The Current Position

In summary the school property meets the following material requirements;

- Level access from car park to entrance

Accessibility Plan

- Intercom access at front entrance
- Additional toilets at school/farm sites
- All internal areas brightly lit

Priorities for 2021-24

The forward plan will be developed in response to pupils, staff and other stakeholder's needs. The criteria for adapting existing or providing alternative arrangements will be assessed against individual's specific needs. This may include but not be limited to;

- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
 - Provision of adapted and/or alternative work equipment and tools to meet individuals needs
 - Outdoor gym equipment and ODE equipment
 - Increase access to IT
3. Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Written information -The Current Position

- Visual timetables are produced for students if necessary
- Class work is carefully differentiated to insure it is in line with student ability
- The Accessibility Plan is placed on the website
- Newsletters to be completed half termly in a suitable format

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. 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.

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

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan
- School Prospectus

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The School Prospectus will make reference to this Accessibility Plan.

Accessibility Plan

The School's complaints procedure covers the Accessibility Plan.
The Accessibility Plan will be published on the school website.
The Accessibility Plan will be monitored through the Health and Safety Committee.

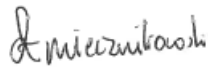
Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Acorn Education and Care. Outcomes First Group will then actively respond to the enquiry.

This policy is written by Lukasz Miecznikowski

Date: 1st September 2023

Signed:



This policy is quality assured by Mike Deacy, Regional Director.



Signed:

Date: 1st October 2023

The policy is quality assured by Governor:

Date:

Signed: