



Accessibility Plan

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Owner	Headteacher

Document History

Version	Comments/amendments	Name	Date
1.0	2026	Peta Hewitt	January 2026

Accessibility Plan – Greater Horseshoe School

This Accessibility Plan is compliant with current legislation and requirements as set out in Schedule 10 of the Equality Act 2010 (Disability). The Headteacher is responsible for ensuring the implementation, review, and reporting of progress against the Accessibility Plan over the prescribed period.

This plan also takes into account:

- The Special Educational Needs and Disability (SEND) Code of Practice (2015), which provides statutory guidance for organisations working with children and young people with SEND.
- The Public Sector Equality Duty (PSED), as set out in the Equality Act 2010, requiring schools to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations.
- The Department for Education guidance *Statutory policies for schools and academy trusts* (September 2023), which identifies Accessibility Plans as a statutory requirement.
- The Independent School Standards (ISS), particularly Part 8 (Quality of Leadership in and Management of Schools), which requires leaders to actively promote the well-being of pupils, including those with disabilities.
- The Independent Schools Inspectorate (ISI) Framework, which considers how effectively schools meet the Independent School Standards, including ensuring accessibility, inclusion, and support for pupils with SEND.

Mission Statement

Greater Horseshoe School is committed to providing the best education for every child, through raising achievement, enabling pupils to recognise their potential, and supporting them through a personalised and engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and successful transition to the next stage of life. We offer a supportive environment where young people are encouraged to take responsibility for their actions, make positive decisions, and display pro-social behaviour.

This Accessibility Plan is underpinned by this mission. It sets out how the school will continue to improve access to the physical environment, the curriculum, and written information, ensuring that all pupils, including those with disabilities, can fully access the education and opportunities provided by the school.

Definition of Disability (Equality Act 2010)

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairments and less visible or 'hidden' disabilities.

'Substantial' means more than minor or trivial, and 'long-term' means the impairment has lasted, or is likely to last, for 12 months or more.

The definition is broad and includes pupils with a wide range of needs, including learning difficulties, dyslexia, autism, speech and language needs, Attention Deficit Hyperactivity Disorder (ADHD), and medical conditions such as diabetes or epilepsy, where these have a significant impact on day-to-day functioning. Conditions such as cancer, HIV and Multiple Sclerosis are recognised as disabilities from the point of diagnosis.

As a result, a significant number of pupils may be covered by this definition.

Normal Day-to-Day Activities

An impairment may affect a pupil's ability to carry out normal day-to-day activities in a number of ways, including:

- mobility
- manual dexterity
- physical coordination
- continence
- ability to lift, carry or move everyday objects
- speech, hearing or eyesight
- memory, concentration, learning or understanding
- perception of risk or physical danger

Review and Strategic Approach

The Accessibility Plan will be reviewed annually in relation to progress and impact and will set out a forward plan covering a four-year period from the date of review. This plan also reflects the statutory requirement to set and review Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. Greater Horseshoe School is committed to providing an environment that enables full access to the curriculum and values all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.

We are committed to taking positive action in line with the Equality Act 2010, particularly in relation to disability, and to actively strengthening our culture of inclusion, support, and awareness across the school.

This Accessibility Plan outlines how access will be improved for pupils with disabilities, as well as for staff and visitors, over a defined period of time. It also anticipates the need to make reasonable adjustments, where practicable, to meet individual needs.

Key Aims of the Plan

The Accessibility Plan will include relevant and timely actions to:

1. Increase access to the curriculum for pupils with disabilities

Ensuring that pupils are as well prepared for life as their peers. This includes improvements to teaching and learning, as well as access to the wider curriculum, such as extracurricular activities, leisure and cultural opportunities, and educational visits.

It also includes the provision of appropriate specialist support, auxiliary aids, and equipment to enable pupils to access learning effectively. The school recognises and fulfils its duty under the Equality Act 2010 to make reasonable adjustments to support this.

Curriculum – Current Position

Greater Horseshoe School has developed a curriculum that is accessible, personalised, and responsive to the needs of all pupils. Strong provision is in place in the following areas:

- A centralised data and information system accessible to all staff
- Robust transition and admission processes informed by Local Authority and previous setting information
- Effective liaison with external professionals and agencies
- High-quality pupil profiles, including PLGs through EFL and individual risk assessments
- A tiered approach to intervention

- Appropriate access arrangements for external examinations
- Ongoing development of high-quality teaching and learning
- Regular progress reviews with pupils
- Accessible educational visits and enrichment opportunities
- A range of teaching strategies to support access
- Smaller teaching groups for personalised support

The school offers a broad and relevant curriculum, including:

- Science
- Design and Technology
- Catering
- Art
- Outdoor Education

There is a strong culture of collaboration among staff to support pupils with disabilities.

Physical Environment – Priorities (2025–2028)

- Phased removal of steps and replacement with ramped access where possible
- Installation of handrails to existing steps
- Priority focus on the main school site
- Planned improvements at the Farmhouse provision (subject to planning approval)
- Exploration of lift installation at the Muser provision (subject to lease agreements)
- Installation of ramp access to garden areas
- Review and improvement of parking, including designated accessible spaces
- Review of pathways at the Chipley Farm site

2. Improve access to the physical environment

The forward plan will be responsive to the needs of pupils, staff, and stakeholders. Adjustments will be considered based on individual need and may include:

- Personal Emergency Evacuation Plans (PEEPs)
- Adapted furniture and fittings
- Specialist equipment and tools

3. Improve access to information

Ensuring written and communicated information is accessible to pupils, staff, parents, and visitors in a range of formats within a reasonable timeframe.

Written Information – Current Position

- Use of visual timetables where appropriate
- Communication in Print used across the school
- Adaptation of classwork to meet pupil needs
- Accessibility Plan published on the school website
- Half-termly newsletters in accessible formats

Written Information – Priorities (2025–2028)

- Ensure classrooms and resources are dyslexia- and ASC-friendly
- Improve internal environments to support calm, accessible learning spaces

Monitoring and Review

The Accessibility Plan relates to the key areas of physical environment, curriculum, and information. Whole-school training will support ongoing awareness of equality and inclusion.

This plan should be read alongside key school policies, including:

- Curriculum Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan
- School Prospectus

Equality Impact Assessments will be undertaken as required.

The Accessibility Plan will be:

- Published on the school website
- Referenced within the school prospectus
- Monitored through the Health and Safety Committee
- Supported through the school's complaints procedure