

Hexham Middle School
Accessibility Action Plan
Reviewed September 2023

Introduction

Hexham Middle School is committed to providing a full, inclusive curriculum for all pupils and for all pupils to feel valued. We want all our pupils to achieve their full potential academically, emotionally, physically and spiritually.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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 to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The board of trustees recognises its responsibility under the Equality Act 2010. As part of the Equality Act, a new combined public authority duty was introduced from April 2011, covering all protected characteristics. Protected characteristics include:

- age
- disability
- gender reassignment
- marriage and civil partnerships
- pregnancy and maternity
- race
- religion and belief
- sex and sexual orientation

The board of trustees recognises its duty

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage
- to publish an Accessibility Plan to increase access to education for disabled pupils

The plan will be made available online on the school website, and paper copies are available upon request.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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.

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.

The plan has three interlinked elements:

1. Increasing the extent to which disabled pupils can participate in the school curriculum by:

- Providing for all pupils a curriculum which is appropriate to their needs.

- Ensuring that the curriculum is taught in such a way that all pupils, regardless of any disability may benefit fully from it.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services by:
 - Ensuring that all the school buildings and grounds are fully accessible to pupils with mobility, sensory and other disabilities (impairments).
 - Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all pupils.
 3. Improving the provision of information in a range of formats for disabled pupils by:
 - Providing for pupils and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address our priorities.

IMPROVING ACCESS TO THE CURRICULUM
(Improving the curriculum offer and access to the curriculum for disabled pupils)

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
<p>1. Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Liaise closely with local authority/ other agencies regarding children with specific needs.</p> <p>Additional training for specialist TAs and teaching staff.</p> <p>Staff training by specialist providers e.g. on ADHD</p> <p>School has made appropriate adaptations to individual curricula for</p>	<p>Ensure all staff continue to use pupil profiles to effectively inform their planning and the needs of all pupils are catered for within lessons.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Celebration of difference via assemblies and displays.</p>	<p>Ensure pupil profiles offer specific strategies and are regularly updated to reflect individual pupil need.</p> <p>Staff to be aware of this objective and this is embedded within planning where possible.</p>	<p>MST/FAD</p> <p>MST/ curriculum leaders/ teaching staff/ teaching assistants</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Learning walks/ lesson observations/ pupil panels and work reviews reflect pupils fully able to access lessons and the curriculum.</p> <p>Quality of Education Review Processes</p>

	disabled pupils in line with developing needs.					
2. Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Internal lifts • Disabled toilets • Hand rails • Hygiene rooms • Relocation of classrooms to allow for greater access • Hearing Loop <p>Continue to take advice from the LA / external agencies to ensure we are following the advice of professionals.</p>	<p>Annual audit of classrooms to check they are accessible and DDA compliant.</p> <p>Review the current provision and respond to the needs of the child.</p>	<p>Business Manager to organise systematic checking of classrooms for physical barriers e.g. layout of furniture etc.</p> <p>Any necessary adaptations and building work as required.</p>	<p>ES</p> <p>MST/ES/ Site team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Physical access improved / issues of concern addressed</p> <p>The physical environment allows access to all pupils.</p>
3. Improve the delivery of information to pupils with a disability	<p>Regular verbal and face-to-face communication with parents of disabled pupils.</p> <p>Implementation of home-school book to support better communication for specific children.</p>	<p>Collect feedback from parents of children with a disability</p>	<p>Termly questionnaire to gather views of parents</p>	<p>MST/FAD</p>	<p>Termly</p>	<p>School can analyse parents' feedback and modify as required</p>

	<p>Open door policy, positive working relationships with parents.</p> <p>Parents are signposted additional support.</p> <p>All information is available in alternative formats on request.</p> <p>Website is clear, simple and easy to use for all stakeholders.</p> <p>Key Worker provision with a direct point of contact for all SEND pupils and parents/carers.</p>					
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Management, Co-ordination and Implementation

Consultation has taken place in the production of the plan via discussions with staff and pupils. The plan will be reviewed each year. This plan is developed in line with other guidance:

- SEN Regulation – disabled pupils are supported through our SEND Department
- Other parts of the DDA (including duties to the general public and to staff and other duties to disabled people under the DDA 2005)

A copy of the HMS Accessibility Plan is available from the School Office on request and parents and other interested parties are welcome to request a hard copy. A copy is also displayed on the school website.

Requests for information, including this plan, in a specific format e.g. large print or auditory versions will be dealt with at the time of request.