Accessibility Policy

# Aims

The purpose of the plan is to:

* Increase the extent to which pupils with disabilities can participate in the curriculum
* Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to pupils with disabilities

Hereford Learning Hub 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 plan will be made available online on the website, and paper copies are available upon request.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Hereford Learning Hub supports any available partnerships to develop and implement the plan.

Herefordshire County Council/Worcestershire County Council

HLH’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, pupils and staff.

# Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

We are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement.

**Increase access to the curriculum for pupils with a disability:**

* HLH offers a differentiated curriculum for all pupils
* We use resources tailored to the needs of pupils who require support to access the curriculum
* Curriculum resources include examples of people with disabilities
* Curriculum progress is tracked for all pupils, including those with a disability
* Targets are set effectively and are appropriate for pupils with additional needs

The curriculum is reviewed to make sure it meets the needs of all pupils

**Improve and maintain access to the physical environment**

The environment is adapted to the needs of pupils as required. This includes:

* Corridor width
* Disabled parking
* Disabled toilets and changing facilities

**Improve the delivery of information to pupils with a disability**

We use a range of communication methods to make sure information is accessible. This includes:

* Internal signage
* Large print resources
* Pictorial or symbolic representations

# Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Zoe Rose

It will be approved by Herefordshire County Council

# Links with other policies

This accessibility plan is linked to the following policies and documents:

* Risk assessment policy
* Health and safety policy
* Equality information and objectives (public sector equality duty) statement for publication
* SEND policy
* Supporting pupils with medical conditions policy