

Harbour Vale School Accessibility Plan

1. Purpose

This Accessibility Plan outlines how the school will:

- Increase access to the curriculum for pupils with disabilities
- Improve the physical environment
- Improve communication and information access
- Ensure inclusion, equality, and participation for all students

2. Aims

The school aims to:

- Remove barriers to learning and participation
- Provide equal opportunities for all students
- Support students with SEND (Special Educational Needs and Disabilities)
- Promote independence and confidence

Vision and values -

Harbour vale School is committed to providing a fully accessible environment, which is inclusive of all students, staff, parents and visitors regardless of any needs.

We aim to have a culture of awareness, tolerance, and respect for all.

At Harbour Vale we seek to review and improve accessibility for all who are involved, and training staff and governors in this area of discrimination and disability is ongoing.

Objectives -

At Harbour Vale school all staff and governors will be aware of the duty to support students with a disability, in line with the Equality Act 2010.

All staff will have a flexible approach to teaching and will modify the curriculum and environment to remove disadvantages faced by students.

Person centered systems will be in place to support the inclusion of pupils with a disability, for example –Moving and Handling risk assessment and care plans, Individual Healthcare Plans, and transition plans.

We will continue to improve the physical environment and facilities on offer to enable students with a disability to fully access the school site.

Information about the school -

The school is a learning center with a mix of students who have been permanently excluded from mainstream and dual registered students along with medical placement students.

Students on role can vary depending on intake and are mainly from year 8 to year 11.

3. Legal Framework

This plan is guided by:

- Equality Act 2010
- SEND Code of Practice (UK)
- School policies on inclusion, safeguarding, and equality

4. Current Accessibility Audit

Pupil data -

We ask for information about any disability or health conditions in initial communication with schools and parents.

All potential students come for a meeting with parents before starting, and all have a pastoral plan filled in at that meeting before starting at the school.

Students with EHCPs and all other students are placed onto the SEND register, and this is available for all staff. IEPs are then drawn up from this point.

Curriculum Access:

Strengths:

We have small class sizes.

Differentiated teaching strategies; use of teaching assistants; individual education plans (IEPs/EHCPs), Pastoral support officers.

All staff are therapeutic trained, and this is ongoing.

All classrooms have safety locks to prevent entry, so lessons are not disrupted.

Areas for Improvement:

Expand use of assistive technology; increase staff training in inclusive teaching.

Physical Environment:**Strengths:**

Step-free access in main buildings; disabled toilets available.

Areas for Improvement:

Improve signage; review lighting and acoustics; ensure all entrances are accessible.

Information Access:**Strengths:**

Use of visual aids and adaptation to print; multiple communication channels, quality first teaching.

Counselling for all students if they wish to take this up.

Areas for Improvement:

Provide alternative formats; improve website accessibility.

5. Action Plan**Improving Curriculum Access:**

- Provide staff training on inclusive teaching (Ongoing, SENCO/SLT)
- Introduce assistive technology (ICT Lead)
- Adapt learning materials (Ongoing, Teachers)

Improving Physical Access:

- Conduct accessibility site audit (Academy trust and Site Manager)
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Improving Communication Access:

- Provide accessible documents (Ongoing, Admin)
- Provide translation services (SEND co / teacher)

6. Staff Training

The school will provide SEND and inclusion training, assistive technology training, disability awareness, and ongoing professional development.

7. Monitoring and Evaluation

The plan will be reviewed annually and monitored by academy Trust, senior leadership and governors, using feedback from students, parents, and staff.

8. Involving Stakeholders

The school will seek input from students, parents, carers, staff, and external professionals including the academy trust.

9. Success Criteria

Increased participation, improved outcomes for SEND students, positive feedback, and reduced barriers.

10. Review Date

This plan will be reviewed regularly and updated if needed.

The schools' complaints procedure covers the Accessibility Plan.