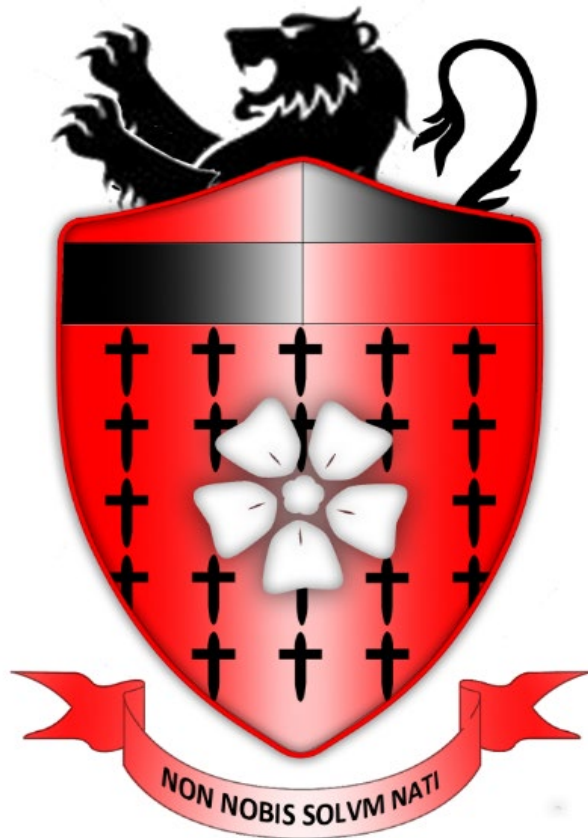


Hornsea School & Language College



Accessibility Plan

Last Reviewed:	Date: November 2025	By: Assistant Head (Inclusion)/ SENCO
Approved by:	Headteacher: 26/11/2025	Governing Body: 26/11/2025
Date of Next Review:	November 2026	

Accessibility Plan

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Definition of disability

The Equality Act 2010 says that a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

The Special Educational Needs and Disability (SEND) Code of Practice, which applies to maintained schools and academies, gives further guidance on this definition (page 16). It says that:

... 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

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. In considering what is reasonable the school will take account of;

- Its resources and the availability of financial or other assistance
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The effect of the disability on the individual
- Health and safety requirements
- The interests of other pupils and prospective pupils

In addition to the above HSLC aims to improve the delivery of information that is provided to adults who are disabled, to include parents/carers and visitors

The overall aim of Hornsea School and Language College's Accessibility Plan is to increase the accessibility to education for disabled students. The Accessibility Plan can be found at Appendix 1.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality Duty Statement
- Educational Inclusion Policy (incorporating Special Educational Needs and Disabilities and Additional Educational Needs)
- Supporting pupils with medical conditions policy
- Educational Visits Policy
- Equalities Policy (Exams)

Availability of the Accessibility Plan

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

The Governing Body will review the Accessibility Plan annually. This will be done through liaison with the SLT including the Assistant Head (Inclusion)/SENCO and the HR & Support Services Manager.

Previous Adaptations made to the school

A range of initiatives and adaptations have already been introduced at HSLC to help increase the accessibility to education for disabled students. These are detailed below.

Improving Access to the Curriculum

- Full time education in classes, with additional help and support by the subject teacher through a differentiated curriculum and approaches to teaching and learning.
- In class support from a TA (as a whole class, small group or 1 to 1), where appropriate.
- Whole staff training on adaptive teaching, teaching strategies and teaching styles
- Personalised timetables and curriculum offer, where relevant and appropriate
- Literacy and Numeracy intervention where appropriate, in order to improve basic literacy and numeracy skills
- Input from appropriate outside agencies/professional services.
- The Learning Support Department work proactively with the primary schools along with seeking advice from relevant professionals to ensure reasonable adaptations are made prior to the pupil starting school.
- Ongoing SEND Library of Information available for teaching/support staff to provide information about the impact of a disability on accessing teaching and learning along with recommended classroom strategies.
- Updated training materials have been provided to the school by SaPTS (Sensory and Physical Teaching Service) – 'General Recommendations for Physical Support'. This information has been added to the SEND Library of Information.

Developing Access to the Physical Environment of the School

- All buildings have external ramp access or internal access to ground floor classrooms
- Where appropriate hand rails have been added to assist with stairs
- Marking of all external steps
- Increased number of disabled/single-use toilets
- Installation of electronic white boards in teaching rooms – it is recognised that children with learning difficulties or who are partially sighted find it easier to learn when an electronic white board is used
- Staff training so that children with medical needs can gain access to the education, for example epilepsy, diabetes, foetal alcohol syndrome
- Designated parking bays for people with a disability
- Labelling of designated taxi bays.
- Lift access in the Technology block
- Physiotherapy room on site

Improving the delivery of information to pupils

- Relevant training and advice have been sought from external agencies, when required and shared with appropriate staff members.
- Improved signage around the school site.

Appendix 1: Hornsea School and Language College Accessibility Plan 2025-2026

Improving Access to the Curriculum

Objective	Strategy	Timescale
To continue to ensure that the curriculum offered is inclusive for all students.	Learning Support dept. to work in partnership with students with disabilities, their parents/carers, the Pastoral Teams including the HSLC Student Support Team and, where appropriate, external support services, to plan and support a personalised curriculum that meets the needs and interests of the student. Whole staff training on adaptive teaching, teaching strategies and teaching styles	Ongoing.
To continue to improve the range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.	Audit staff's current skills, training and experience. Continue to release staff to attend specialist training.	Ongoing to ensure accurate records. Ongoing, subject to funding, and there being an identified need.
Ascertain disabilities of pupils to enable adaptations to be made prior to the students arriving.	Continue liaison with Primary Schools and any feeder school along with consultation with parents/carers and professionals.	Ongoing.
Continue to develop a greater awareness of and confidence in working with and supporting pupils with SEND and SEND amongst staff.	Communicate relevant information to staff to ensure awareness of the student's needs and strategies when working with them. Identify areas where knowledge and skills base needs to be extended.	Ongoing.
To ensure appropriate technology is used where it is deemed to be beneficial.	Consultation with parents/carers and professionals and, where required, a feasibility study.	Ongoing.

Developing Access to the Physical Environment of the school

Objective	Strategy	Timescale
As a place of employment HSLC will strive to meet the needs of all staff to support their full inclusion into the workplace.	Working in partnership with the employee, Occupational Health and appropriate external support services, reasonable, necessary adjustments will be undertaken to enable full access to all areas of the school.	Ongoing.
Ascertain disabilities of pupils to enable adaptations to be made prior to the students arriving.	Continue liaison with Primary Schools and feeder schools along with consultation with parents/carers and professionals.	Ongoing.

To enable parents/carers and visitors to use the school site and access the full range of activities put on by the school.	Parents/carers and visitors are asked to inform the school of any adjustments needed. The school will then ensure these adjustments are met, where reasonably possible.	Ongoing.
Site security	In the case of an identified need, a discussion will be held with professionals involved with the young person along with parents/carers and relevant school staff. Reasonable adjustments will be considered based on cost and what is right for our school.	Ongoing

Improving Delivery of Information

Objective	Strategy	Timescale
Ensure the delivery of information to pupils with a disability is accessible and meets their individual needs	Working collaboratively with the young person, parents/carers, associated professionals to ensure the school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 	Ongoing.
To continue to co-ordinate special exam access arrangements in accordance with up to date JCQ guidelines.	The Learning Support team to lead on this, ensuring appropriate access and support for public exams.	Ongoing.
Notices and information about school events to be displayed on the school's website and social media.	IT to be proactive in sourcing information and all staff to send photos and updates in a timely manner. Working collaboratively with the young person, parents/carers, associated professionals to ensure these methods of communication ensure that the information is accessible.	Ongoing
Look at alternative ways of providing information e.g. audio versions.	Advice from professionals and specialists of identified disabilities	Ongoing and as required.
Increase awareness of the importance of good communication systems.	Training and briefing sessions. Advice from professionals and specialists of identified disabilities	Ongoing and as required.