



# Horsforth School

## Access Policy and Accessibility Plan

Last Reviewed	March 2023
Next Review Date	March 2029
Ratified by the Trustee Board	March 22026

# Horsforth School Access Policy & Accessibility Plan

## 1. Aim

1.1 This policy aims to develop access to the curriculum, site access and access to information. More specifically, it aims to :-

Ensure that the school building and site is accessible to reduce and eliminate barriers to access to the curriculum and to full participation for students and prospective students with a disability.

This plan should be read in conjunction with:

- The SEND policy and SEND information report;
- The positive behaviour policy;
- The admissions policy.
- The education of students with medical needs policy

1.2 Our objectives are to :

- Ensure all members of the school are aware of inclusion, equality and accessibility;
- To improve physical access to school resources and provision where reasonable improvements can be made;
- Respond to individual student need and proactively plan for the future;
- Continue to take into account legislation and ensure that statutory duties are being met by seeking advice from any relevant agencies;
- Ensure that any written information from school is accessible to all.

## 2. Context

With regard to access we believe that the following are important and they are guiding principles in all our work:

- Provide equality of opportunity for all;
- Eliminate unlawful discrimination;
- Promote positive attitudes and encourage the participation of all students;
- Provide appropriate support for a child or young person to achieve their full potential;
- Ensure all students have the opportunity to be educated alongside their peers within continuum of provision which supports each student appropriately;
- Plan for continuity and progression.

Horsforth School recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when seeking to make use of the school and facilities. However, Horsforth School also recognises the fact that for some users, the nature of their disabilities may mean that they experience specific difficulties related to accessing a curriculum, accessing sites of education whether internally and/or externally, and accessing information. As part of its ongoing commitment to Equal Opportunities and the delivery of an inclusive educational service, Horsforth School will endeavour to ensure that reasonable adjustments are made in order that people with disabilities receive the same standards of service as everyone else.

In the light of this, Horsforth School will:

- communicate to all staff that our policy for the provision of educational services ensures the inclusion of people with disabilities. Such communications will address the legal obligation of individuals and the organisation as a whole;
- provide appropriate disability awareness training for staff, which will explain the policy of Horsforth School towards disabled users and the effective implementation of access improvements;
- address acts of disability discrimination via existing conduct codes, where appropriate;
- encourage suppliers and contractors to adopt similar policies toward disabled people;
- educate our students on 'difference' and disability to promote inclusion for all.

In order to ensure that the services it provides effectively meet the needs of disabled customers, Horsforth School will:

- consult with disabled students, parents / carers staff and disability organisations;
- plan to make access improvements to enable disabled people to use its services more effectively;
- regularly review whether its education (and other) services are both accessible and effective, and take appropriate action;
- monitor the implementation and effectiveness of this policy and Access Implementation Plan on a regular basis;
- operate a procedure whereby disabled people can make improvement suggestions and request assistance.

### **3 Evaluation**

This policy will be evaluated every three years by the Trustee Board to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

### **4 Authors**

This policy has been updated by KLM in March 2026

### **5 Procedures**

Procedures to support this policy are appended.

## Appendix I: Horsforth School Accessibility Plan

This plan has been designed to consider:

- the extent of which students can access the school building and curriculum offer;
- the improvements that need to be made in order to increase accessibility of the physical environment of the school.

Considerations have been made in the following areas:

- Curriculum;
- Approach and Car Parking;
- Routes and External Level Change Including Ramps and Steps;
- Entrances, Including Reception;
- Horizontal Movement and Assembly;
- Vertical Movement and Internal Level Change;
- Doors;
- Toilets;
- Fixtures and Fittings;
- Information and signage;
- Means of Escape.

<b>Access to the Curriculum</b>				
<b>Objective</b>	<b>Strategy / Task</b>	<b>By When</b>	<b>Success Criteria</b>	<b>Lead(s)</b>
Ensure all students can access the full curriculum in line with their needs	Purchase Read Write gold and continue to use in exam settings if favoured by students	July 2028	All Students in year 11 who would benefit, have received training and practised using RWG. They will have completed exams using assistive technology software	SENDco/ exams officer
	More devices will be available for in class use to support SpLD such as Dyslexia	July 2028	Higher usage rate of ICT for SEND students Staff more aware and able to support student learning through ICT in the classroom	SENDco
		July 2028		SENDco/AHT Inclusion

<p>Staff will have a greater awareness of student need through passport sharing in central area and through SEND briefings and CPD cycle</p>	<p>Students who require specialist support may have a risk assessment or additional individual support plan in place. This will be reviewed termly or as required to include medical needs.</p> <p>Medical needs booklet in place to share information around key students, with staff to include any adjustments needed to access the curriculum</p> <p>Learning passport in place for all SEND students and on shared drive. Reviewed every term. EHCP summaries for all staff to be read at the start of September and on each update (evidenced)</p> <p>Provision map software purchased</p> <p>Key information shared in cover staff files for easy access</p> <p>SEND specific CPD in place for every half term through Teaching and Learning briefings</p>	<p>July 2028</p>	<p>All students with specialist support with have an IPRA in place or equivalent risk assessment These will be tracked and reviewed regularly</p> <p>All students on SEND register will have learning passport in place and be reviewed at least annually.</p> <p>Learning passports will be accessible through class charts</p> <p>Earning plans for students with EHCPs will be accessible through class charts</p> <p>All students with SEND will be supported in their transition as reported by them and their parents.</p>	<p>SENDco and SEND team</p> <p>Transition leads/ SENDco/ primary colleagues/ parents/ professionals working with</p>
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<p>Transition between phases will ensure information is correctly transferred and planning implemented</p>	<p>Ensure effective information sharing between phases to include; additional visits, environmental audits using specialist services, transfer of information; SEND parental meetings, SEND profile composition and carefully managed transition plans. Staff training at the start of each year will highlight key information</p>		<p>All students working below ARE will develop confidence and be able to access the curriculum at a level suited to their learning needs.</p>	<p>the young person</p>
	<p>Transition curriculum for students below ARE at Key stage 2 is in place for English, maths, humanities and extra English in place of some language lessons</p>	<p>July 2028</p>	<p>Interventions will demonstrate positive impact on pupil progress in all areas</p>	<p>Transition team</p>
<p>Students who are not working at ARE will have an appropriately adapted curriculum to support their transition in year 7 and 8</p>	<p>Various interventions will be in place to support EHCP targets and progress of key cohorts</p>	<p>July 2028</p>	<p>Students who require additional support will have access to homework club weekly</p>	<p>SEND team</p>
<p>Curriculum interventions will support student progress</p>	<p>Homework club weekly</p>	<p>July 2028</p>		<p>SEND team</p>

Students will be supported in homework completion				
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<b>Site Access</b>				
<b>Objective</b>	<b>Strategy / Task</b>	<b>By When</b>	<b>Success Criteria</b>	<b>Lead(s)</b>
<p>To improve physical aspects of the building to make it more accessible;</p> <ul style="list-style-type: none"> <li>to improve the physicality of the building for students and staff with visual impairments, and sensory difficulties</li> <li>to improve the physicality of the building for students and staff with physical disabilities- temporary and long term</li> </ul>	<p>Conduct audit with VI team termly/annually as required.</p> <p>To consider looking at lighting in corridors and in classrooms</p> <p>To consider line painting in high risk areas such as stairs and pavements</p> <p>To consider installing ramps where needed</p> <p>To check handrail fittings on stairways</p> <p>To ensure corridors are kept clear at all times</p> <p>To consider braille signage</p> <p>To consider one way system usage to support movement around the building and signage to mark this</p> <p>For students with significant needs to have risk assessments in place or PEEPs</p> <p>Consider paint colours, displays, visuals in classrooms etc</p> <p>To consider commonality in classrooms</p> <p>Consider toilet access</p> <p>Consider lift access and replace the lift</p> <p>Consider displays and colours used on the walls in classrooms and corridors</p> <p>Consider layouts of classrooms and other spaces such as library and dinig space</p> <p>Consider dining furniture that supports access for all</p>	July 2028	<p>Successful site audit from VI team</p> <p>Students report accessibility improved and meets needs</p> <p>Visitors report accessibility is good</p> <p>We are more able to meet the needs of young people with physical and sensory impairments</p>	SENDco/ Facilities Lead/LT

	Facilities team to consult with SENDco/AHT inclusion around any alterations to the building that are planned and jointly consider impact for key cohorts including visits to sit, staff and students.			
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<b>Access to Information</b>				
<b>Objective</b>	<b>Strategy / Task</b>	<b>By When</b>	<b>Success Criteria</b>	<b>Lead(s)</b>
To make information accessible for all	<p>To use interpreters in parent meetings when required</p> <p>To enlist support of outside agencies to support parents with additional needs as required</p> <p>To review the use of colours and fonts on printed materials and signage</p> <p>Make the school website more accessible</p> <p>Include pod cast version of the Friday headteacher's letter</p> <p>To promote dyslexia friendly communication tools and consider fonts, text size, colours on displays and posters etc</p> <p>To consider posters and signs around the building for accessibility</p>	July 2028	<p>Accessibility feedback from parents will be positive</p> <p>Internal audit will reflect improvement in assessibility and engagement</p>	SENDco/ website coordinator/facilities lead/AHT Inclusion

	<p>Consider ease of accessibility to events- invites by email-consider using phone calls and texts instead</p> <p>To streamline information shared with home through a central system making information more easily accessible and less overwhelming</p>			
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