

**ACCESSIBILITY PLAN
HOWARD OF EFFINGHAM SCHOOL**

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1. ACCESSIBILITY PLAN

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the Equality Objectives of The Howard Partnership Trust (THPT), which are published on the Trust’s website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. OBJECTIVES

The Howard of Effingham School Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements to the delivery of written communications.

Training will recognise the need to continue raising awareness for staff, Trustees and Local Governors on equality issues with reference to the Equality Act 2010. Training will also be offered regarding how to meet each objective as set out on the accessibility plan.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Respectful Relationship Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Ordinarily Available Provision (OAP)
- Communication Active Classrooms Guidance
- Equality Policy

Relevant reviews and associated audits will be carried out in a timely manner in order to inform accessibility planning.

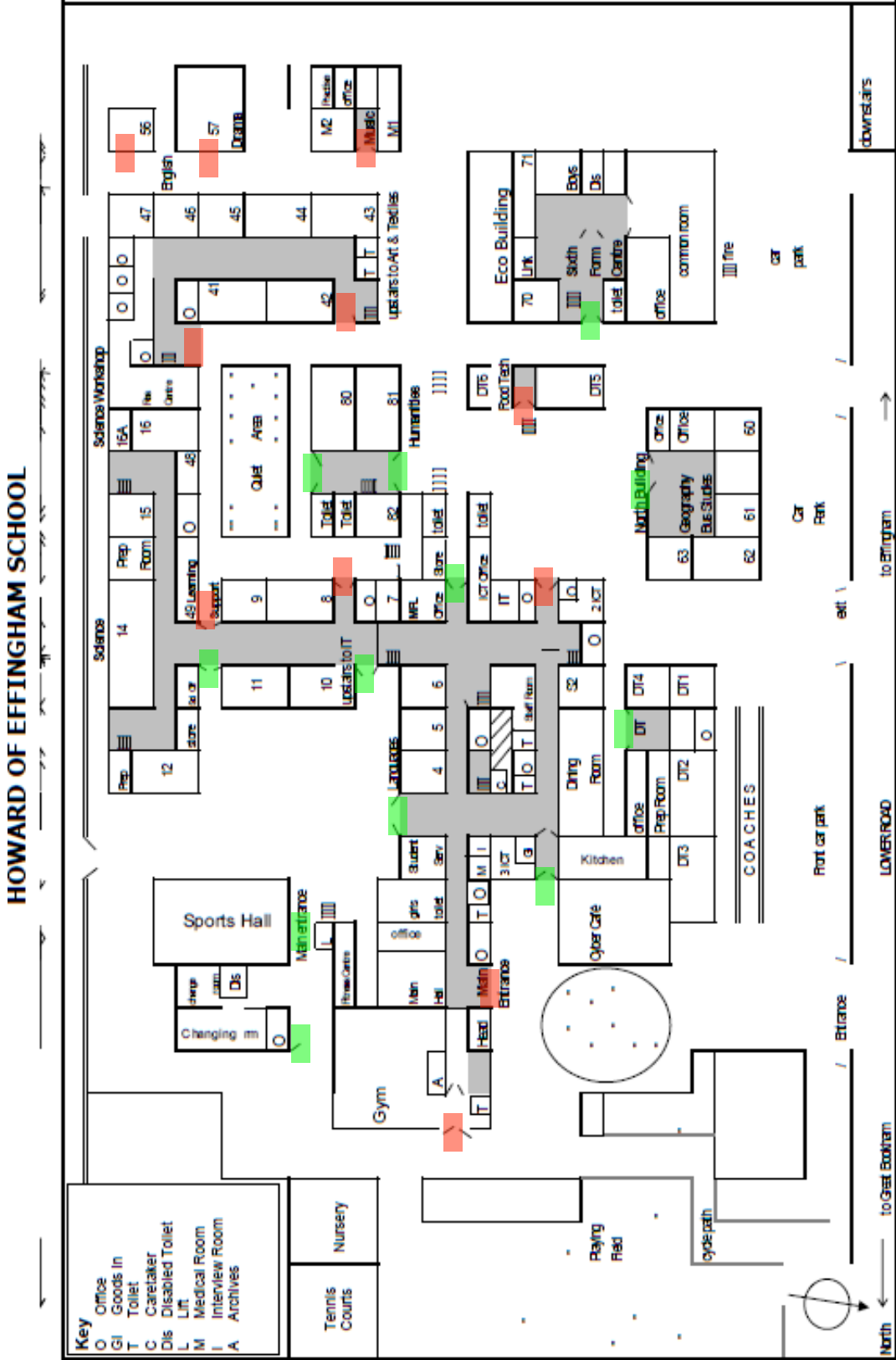
The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This document will be reviewed at least every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Board of Trustees

APPENDIX 1: A plan of the school buildings showing areas of accessibility

Red = Inaccessible to wheelchair users, Green = accessible to wheelchair users.



SCHOOL PLAN (not to scale)

DISABILITY ACCESSIBILITY PLAN 2024-2027

Theme	Target	Success Criteria	Who	When	Comments	Monitoring Progress		
						1	2	3
Increasing the extent to which disabled students can participate in the school curriculum	To continue to develop a range of learning resources that are accessible for students with different disabilities, ensuring there is quality first teaching in the classroom.	Learning resources are regularly reviewed and changes made so that they are accessible to identified students with disabilities.	Head of faculties and departments	On-going	We use resources such as laptops for students who require this as an access arrangement. Training for students and staff on DocsPlus.			
	To continue to develop teachers' knowledge of different areas of need so that they are able to use identified strategies to support students in the classroom.	Effective CPD programme in place. Learning walkthroughs show that teaching and learning for students with disabilities is good or better.	Assistant Principal (VWL) and SLT	On-going	Staff training led by SENCO. LSAs complete online/in-person courses as part of their professional development. 'Inclusive Teaching' SIP focus for 2026-27. Executive Functioning training scheduled for January 2027.			
	To continue to develop a curriculum in and outside the classroom which includes disability equality issues.	Curriculum developed which enables students to have a greater understanding of disability issues. This can be measured using bullying statistics.	Head of faculties and departments	On-going	Embedded through Personal Development and Learning for Life curriculum. Promotion of STOP campaign. Assemblies based around Equality/Equity.			
	To ensure that all staff are fully aware of students with disabilities and they plan accordingly, resulting in positive learning outcomes.	All staff are aware of students with disabilities and learning walkthroughs show that they plan accordingly.	SENCo All staff	On-going	All SEND students have a SEND passport on Provision Map. Key strategies can be accessed on Class Charts seating plan tile. Information about students via the weekly staff bulletin. In-person 'spotlight' meetings about specific students. Staff briefing messages.			
	To ensure that pathways exist to allow all students at the school to succeed.	A strategic plan is in place to ensure that students have access to a pathway that best suits their needs.	SLT	On-going	Vocational courses on offer. KS4 and KS5 course option support, such as careers meetings. Learning support lessons for identified students. Trips to colleges. Learning for Life lessons and assemblies about apprenticeships and T Levels.			

	All members of the school community advocate diversity and embed and inclusive ethos	Empower the school community to engage with and celebrate diversity	SLT	On-going	Inclusion is one of our school values – embedded across all areas of the school. Staff diversity team who meet half termly. Comprehensive EDI programme, including LFL sessions, assemblies and special events. Gold Equalities Award.			
Improving the physical environment of the school to enable disabled students to take better advantage of education and associated services	To develop a programme of improving level access around the school site	Programme developed and implemented	Facilities Team	On-going	Ramps have been added in some locations. Ongoing plans to improve facilities onsite.			
	To develop individual evacuation plans for identified stakeholders	Plans developed and implemented	Identified staff	On-going	In place for specific students and staff.			
Theme	Target	Success Criteria	Who	When	Comments	Monitoring Progress		
						1	2	3
Improving the availability of accessible information to disabled students	All school information and teaching resources continue to be accessible to students with disabilities.	All school information is produced in such a way that it is accessible to students with disabilities.	SENCo	On-going	Dyslexia-friendly PowerPoint requirements for staff. Strategies outlined in SEND passports. Dual coding within T&L strategies.			
	Students and their families are aware of the assistive technology that is available to them to improve accessibility of information.	Information about assistive technology is widely disseminated	SENCo	On-going	Access to DocsPlus software. Staff and student training on use of AI to support learning.			

