



# **Horbury Bridge C of E J and I Academy**

## **Accessibility Plan**

**2025-2027**

## Introduction

Horbury Bridge Academy is committed to promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life.

## Schools planning Duty

- Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:
  - Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
  - Prepare and publish a Disability Equality Scheme to show how they will meet these duties.
- According to the Act a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.'. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan sets out how the Governing Body will improve equality of opportunity for disabled people for those within its school community. Horbury Bridge Academy has due regard to the SEN Code of Practice 2014 and the Equality Act 2010.

In accordance with the Act, this plan focuses on three key areas:

**-Curriculum Access**-increasing the extent to which disabled pupils can participate in the school curriculum.

**-Physical Access**-improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

**-The access of information**- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

- It is a requirement that the school's Accessibility Plan is resources, implemented and reviewed and revised as necessary. The plan below shows the priorities identified for action along with how long they are to be addressed within a given time frame. A success criteria has been set so that progress and outcomes can be measured.
- The plan will be updated at least every three years.

### CURRICULUM ACCESS

Timescale	Actions to be taken	Success Criteria	Person Responsible	Progress
Sept 2025-2027	<p>Ensure that staff joining the school since initial training are made aware of the implications of the DDA i.e.</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges</li> <li>• Responding to pupils' diverse learning needs</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils.</li> </ul> <p>To ensure all staff use these to inform differentiated planning and provision across the school.</p>	Evidence noted in lesson observation feedback and via learning walks.	Governing body SLT SENCO	In-depth rigorous induction process ensures consistency of approach
Sept 2025-2027	To make all staff aware of the specialist support in the LA	Staff are aware of available Support Services and are confident in requesting support eg triage, drop ins, SEN planning meetings.	SENCO	In depth rigorous induction process. Purposeful drop ins and SEN planning meetings with external agencies
Sept 2025-2027	All staff to offer quality first teaching with suitable differentiation and challenge.	Staff access suitable training tailored to their needs to ensure all children access a curriculum targeted to	SENCO SLT	Evidence of progress and attainment in its widest sense eg feedback, marking, QA of work books

	Follow Graduated Approach to SEND – All teachers know and use this approach	meet need.		
Sept 2025-2027	To source appropriate training	KS2 – Insulin diabetic	SENCO	X2 extra staff trained.
Spring/Summer term 2026	Questionnaire/consultation with parents of pupils with SEND	Feedback used to inform future improvements and priorities.	NEW SENCO	Progress made in SEND provision as a whole
<b>PHYSICAL ACCESS</b>				
Sept 2025-2027	To ensure school and Enhance Academy Trust are aware of all areas of the school premises where there are potential barriers to physical access. This includes Maintenance of pathways and ramps, playground and EYFS areas Including where it becomes uneven. Also maintenance of inside areas.	Hazards highlighted and repairs planned. All areas monitored and maintained.	All staff for noticing and monitoring. Governing Body Caretaker	Ongoing-Regular premises reviews by Governing Body.
Sept 2025-2027	To continue to monitor potential intake for the following term/year to identify training needs and access advice from relevant	To provide access to training relevant to the whole school and individual pupil needs.	SENCO	-

	agencies.			
Sept 2025-2027	Fire Drill Modifications for hearing impaired. Relevant staff trained to support selected pupils who may not hear the alarm for any reason.	Continue to monitor and give relevant information to adults in class to ensure that individuals have PEEPS in place and they are followed	SENCO Relevant members of staff.	Successful fire drills
<b>ACCESS TO INFORMATION</b>				

