Accessibility Plan

Last Updated: September 2027

Next update: September 2030

Introduction

Hove Micro-School operates across two sites—221 Manor Hall Road and 10 Carden Avenue—both designed to deliver learning within a homely, reassuring environment rather than a traditional, large institutional setting. We recognise the importance of providing an inclusive and accessible environment for all pupils, staff, and visitors. This accessibility plan outlines our commitment to identifying and removing physical barriers where possible, while working sensitively within the natural physical constraints of home-style properties that are fundamental to our educational offering for children who struggle with larger institutional school buildings. We also aim to ensure that our policies and procedures are inclusive and that all pupils, regardless of their abilities, can participate fully in the school curriculum.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. Our accessibility plan aims to achieve the following objectives:

1. Improve the physical environment of the school to increase the extent to which disabled students are able to take advantage of the education and associated services offered by the school.
2. Ensure that our policies, procedures and practices are inclusive and do not discriminate against any individual or group.
3. Raise awareness and understanding of disability issues among staff, pupils and parents.
4. Increase the extent to which disabled students, including those with special educational needs, can participate in and access the school curriculum.
5. Improve the provision of information to disabled students that is already provided in writing to students who are not disabled.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies will be available upon request.

Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with a pupil without a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

General note to disabled staff, students and their parents

Where reasonable adjustments can be made within our home-style premises (across both 221 Manor Hall Road and 10 Carden Avenue) to enable a prospective student to take up a place at the school and to satisfy current admissions criteria, the school is committed to providing those reasonable adjustments within the school's budget and physical building constraints.

Where the school agrees to provide additional services, such as learning support, no extra charge will be made where such services constitute a reasonable adjustment. Where additional charges do need to be made for additional services at a level that reasonably reflects the cost to the school of providing an unusually high level of support, parents will be advised of such charges in writing and in advance.

In order to meet the needs of disabled staff and students, the school requires full information. The school will ask all applicants for admission to the school to disclose whether they have received any academic or learning support, have had an educational psychologist's report, have an Individual Education Plan (IEP) or an Education, Health and Care Plan (EHCP) from their previous school, or have any disability or other condition of which the school should be aware.

Timescales for Improvements

Our accessibility plan includes the following timescales for improvements:

Area	Action Required	Responsible Person	Timescale
Premises (Split Sites)	Assess building accessibility across both 221 Manor Hall Road and 10 Carden Avenue, balancing physical modifications with the preservation of our home-style environment.	Rachael Ammari	Within 24 months
Awareness & Training	Organise and deliver training and awareness-raising activities on disability issues for staff, pupils, and parents.	Rachael Ammari	Within 12 months (ongoing)
Monitoring & Evaluation	Review and update the Accessibility Plan.	Rachael Ammari	Every 3 years

Premises & Physical Access Strategy:

- **Operational Focus & Home Environment:** The school specialises in provision for pupils with Social, Emotional, and Mental Health (SEMH) needs across two sites (221 Manor Hall Road and 10 Carden Avenue). Our accessibility strategy is specifically tailored to this demographic. The home-like setting, with its natural physical constraints, is an essential part of our core therapeutic offering to help pupils feel safe and reassured. As the pupil cohort does not present with physical mobility impairments, dedicated wheelchair facilities are not required for day-to-day educational provision.
- **External Access & Main Entrance:** An accessible parking bay is provided adjacent to the main entrance with a level tarmac route. The step at the front entrance will be bridged by a formal, removable ramp system deployed during operating hours.
- **Vertical Access:** In keeping with the residential layout of our premises, upper floors are accessed via standard staircases. Rather than installing lifts, which would significantly alter the comforting domestic atmosphere of the buildings, an operational management strategy is used: any pupil or staff member unable to navigate stairs will be accommodated in ground-floor teaching spaces.

Visitor Facilities & Online Options: Due to natural physical building constraints within our home-style properties and the priority given to preserving dedicated sensory room spaces for autistic pupils, full visitor toilet facilities are restricted. Online meetings are readily offered as an alternative for visitors unable to visit in person or navigate the domestic layout.

Awareness and Training: We will provide training and awareness-raising activities to staff, pupils, and parents to promote a better understanding of disability issues. We aim to organise these activities within the next twelve months and to provide ongoing training and awareness-raising activities throughout the year.

Monitoring and Evaluation: This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Rachael Ammari.

Conclusion

Hove Micro-School is committed to providing a fully accessible and inclusive environment tailored to our pupils' needs across both 221 Manor Hall Road and 10 Carden Avenue. Our accessibility plan outlines our commitment to managing and adapting our home-like settings—which offer essential reassurance to children overwhelmed by large institutional schools—to ensure that all pupils can access our facilities, benefit from our tailored environment, and participate in school life on an equal basis.