



## **Accessibility Plan**

*Last Updated: April 2024*

*Next update: May 2027*

### **Introduction**

Hove Micro-School recognises the importance of providing an inclusive and accessible learning environment for all pupils, staff, and visitors. This accessibility plan outlines our commitment to identifying and removing physical barriers that prevent pupils with disabilities from accessing our facilities and services. 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. Improving the physical environment of the school to increase the extent to which disabled students are able to take advantage of 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. Increasing the extent to which disabled students (including those with special educational needs) can participate in and access the school's curriculum;
5. Improving the provision to disabled students of information to students which is already in writing for 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 are 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 disabilities faces in comparison with a pupil without disabilities. 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 to enable a prospective student to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments within the school's budget.

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/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 school or have any disability or other condition of which the school should be aware. In the case of staff, they should inform the head of school of any reasonable adjustments they believe are required. Where needed the school will organise for staff to see an occupational health professional for a relevant assessment of needs and adjustments recommended.

In assessing a member of staff, a student or prospective student, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

### **Timescales for Improvements**

Our accessibility plan includes the following timescales for improvements:

**Premises:** We acknowledge that our premises do not currently have adequate wheelchair access. We plan to work with relevant professionals to assess the building's accessibility and identify necessary modifications to improve accessibility. We aim to complete these modifications within the next 24 months.

**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 learning environment for all pupils. Our accessibility plan outlines our commitment to identifying and removing physical barriers, ensuring that our policies and procedures are inclusive, raising awareness and understanding of disability issues, and regularly monitoring and evaluating the effectiveness of our plan. We aim to complete necessary improvements within the specified timescales to ensure that all pupils can access our facilities and participate in school life on an equal basis.