

Haileybury Turnford Accessibility Plan

Statement of intent

This plan outlines the proposals of the governing body of Haileybury Turnford to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents and carers of students
- Employees
- Governors
- External partners

Date published: Spring 2025

Next review date: Spring 2027

Review and next steps:

As a result of the evaluation of existing accessibility issues, our Accessibility Plan has been updated in February 2025. Significant improvements include:

- Staff Training throughout 2023/24 and at the start of the 2024/25 academic year to give detailed awareness of strategies to ensure accessibility to the curriculum for specific students with disabilities, led by senior staff, SENCO and Flex/SEND Coordinator, with support from external partners, such as Hertfordshire County Council and DSPL4 (Developing Specially Provision Locally) (Planning Duty 1)
- Full consideration of the needs of specific students with disabilities for educational trips, led by the Assistant Principal (Educational Visits Coordinator); includes the sharing of information by Trip Leaders about specific students on Evolve, internal monitoring processes for tracking students on educational trips, and further training planned for Educational Visits Coordinator during this academic year (Planning Duty 1)
- Full consideration of the needs of specific students with disabilities to fully access lessons at all times, with adaptive teaching and additional appropriate IT devices/software provided as required; exam access arrangements in place for specific students with disabilities, following all statutory guidance and relevant training for exams invigilators (Planning Duty 1)
- Annual review of the school site by the Business Manager and governor with specific responsibility for Health & Safety, to ensure the school is fit for purpose for students with disabilities, supported by Judicium Education to ensure further risk assessment planning and management is implemented robustly (Planning Duty 2)
- Toilet provision for students with disabilities to be fully incorporated into new building as part of the School Rebuilding Programme (Planning Duty 2)
- Lifts serviced and working for students with disabilities to access the first floor in the school buildings, and further provision will be planned as part of the School Rebuilding Programme (Planning Duty 2)
- Discussion ongoing with external website provider to consider options to improve information access for students with disabilities (Planning Duty 3)

Planning Duty 1

Governing bodies should undertake an audit of the extent in which students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Success Criteria	Review
Short term	Staff to have a full awareness of how the curriculum is accessible for specific students with disabilities	Further specific training workshops and opportunities (as part of the wider professional development programme for staff)	Faculty Leaders with teachers SENCO Flex/SEND Coordinator	By Summer 2025	Senior staff and teaching staff are fully aware of the accessibility gaps to the curriculum for specific students, with action plan in place to move curriculum accessibility forward	Summer 2025
Medium term	School trips to always consider the individual requirements of specific students with disabilities	Continued culture of confidently meeting the needs of specific students embedded for all trips with risk assessments in place	Educational Visits Coordinator Trip Leaders Teachers SENCO Flex/SEND Coordinator External trip providers	By Spring 2026	Planning of school trips fully considers requirements of specific students; training evaluations are all positive	Spring 2026
Long term	Students with disabilities to fully access lessons and exams at all times	Provide SEND support/inviligator support/IT device with appropriate software to students with disabilities and other (as required)	SENCO Flex/SEND Coordinator Network Manager Data & Exams Manager	By Spring 2027	Specific students can access learning activities and exams fully and make strong progress	Spring 2027

Planning Duty 2

Governing bodies should undertake an audit of the extent in which students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Success Criteria	Review
Short term	To have full awareness as to whether the school's physical environment is accessible	Audit of physical environment (including buildings and outdoors spaces)	Site Manager School Business Manager Health & Safety governor Judicium Education consultant	By Summer 2025	School is fully aware of accessibility gaps to its physical environment and adjustments made as necessary	Summer 2025
Medium term	Learning environment of students with visual impairment is fully accessible	Incorporation of appropriate colour schemes	SENCO Site Manager School Business Manager Health & Safety governor Judicium Education consultant	By Spring 2026	Learning environment is accessible to students with visual impairments	Spring 2026
Long term	To review toilet and lift provision and ensure it is appropriately planned in new school buildings	To ensure there is full access to toilet and lift provision across the school site	Site Manager School Business Manager DfE/Arcadis	By Spring 2027	Access to toilets and lifts is improved accordingly	Spring 2027

Planning Duty 3

Governing bodies should undertake an audit of the extent in which students with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Success Criteria	Review
Short term	Senior staff to have a full awareness of whether school information is accessible or not and to know how to make written information accessible as required	Audit of information delivery procedures and seek support from external advisors/local authority	SENCO Flex/SEND Coordinator Network Manager	By Summer 2025	School is aware of accessibility gaps to its information delivery procedures, and to ensure it is able to convert written information into alternative formats	Summer 2025
Medium term	Written information accessible to any students with visual impairments	Access to braille translator software to translate as required	SENCO Flex/SEND Coordinator	By Spring 2026	Written information is fully accessible to students with visual impairments	Spring 2026
Long term	School website is fully accessible to children with disabilities	Audit of information on school website	Principal Network Manager External website provider	By Spring 2027	Website is fully accessible to students with visual impairments	Spring 2027