



## **Accessibility Plan 2025-26**

### **Policy Rationale**

At The Howard School, our approach to inclusion reflects both our Christian vision and our statutory duties under the Equality Act (2010), the Children and Families Act (2014), and the SEND Code of Practice (2015). We are committed to removing barriers to participation and achievement, ensuring that every pupil can access high-quality education and experience a genuine sense of belonging. Our policies and practice aim to promote equality of opportunity, foster positive attitudes towards diversity, and build a community where all children are able to flourish in life and learning.

### **Our Commitment to Inclusion**

At The Howard School, inclusion is not an intervention for a few, but a lens through which we design for all. This principle underpins every aspect of school life — curriculum, pedagogy, pastoral care, and environment — ensuring that the voices and experiences of pupils facing barriers to learning and well-being inform our provision from the outset.

Rooted in our Christian foundation and our calling to educate for life in all its fullness (John 10:10), we believe that every child should experience the security, belonging, and purpose embodied in the image of the Good Shepherd. Our aim is for every pupil to be known, valued, and equipped to flourish, developing fully in mind, body, and spirit.

We recognise diversity as a strength that enriches the whole school community. We are committed to creating a culture where difference is respected, represented, and celebrated. Through early identification, high-quality teaching, and targeted support, we remove barriers to learning and promote confidence, resilience, and self-esteem in all pupils.

The school works collaboratively with parents, carers, and professional partners to ensure that the individual needs of every child are understood and addressed. We monitor the progress and attainment of pupils with additional needs or disabilities to inform our practice and raise achievement for all.

We are committed to the ongoing development of a broad, balanced, and inclusive curriculum. By making reasonable adjustments to our environment, resources, and approaches, we ensure accessibility and equity of opportunity. Through this, every learner is empowered to participate fully in school life, achieve their potential, and thrive both within and beyond the classroom.

## **Definition of Disability**

### ***Disability is defined by the Equality Act 2010***

A person has a disability if:

- (a) The person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and facilitate full participation in the school community for learners, and prospective learners, with a disability.

## **Principles**

Ackworth Howard School recognises its duty

- To make reasonable adjustments to avoid disadvantage in provision, physical accessibility and practice.
- To make reasonable adjustments to provide auxiliary aids for children with a disability.
- Not to discriminate against disabled learners in their admissions and exclusions, and provision of education and associated services.
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Equality Act 2010.

Ackworth Howard School recognises and values parent's and carer's knowledge of their child's disability and its effect on his/her ability to carry out normal activities. We work in partnership with parents to ensure high quality provision.

Ackworth Howard School provides all learners with a broad and balanced, local curriculum, adapted and adjusted to meet the needs of individual learners and their preferred learning styles; and provides support to address specific barriers to learning.

## **Provision**

### **Education & related activities**

At Ackworth Howard School we aim to provide an inclusive curriculum, designed to meet the needs of all children. Staff training in early identification, inclusive learning and teaching and developing expertise in addressing specific barriers to learning is an integral part of the school improvement plan. We aim to maintain and develop our strong partnerships with other professional agencies and provide cohesive and co-ordinated support for all children and their families. All children have access to all areas of the curriculum, with support provided as required. We aim to develop a programme of continuing staff development in order to develop expertise in planning for learning to address specific barriers to learning and allowing all children to access an inclusive curriculum. Training will be

planned and organised by the SENDCo and SLT. We will continue to develop systems to monitor and accelerate progress and attainment through developing expertise that will create appropriate targets and adaptations. We will continue to develop a rich, diverse curriculum.

### **Physical environment**

Ackworth Howard School will take account of the needs of children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Advice on specific requirements will be sought from The Visual Impairment Team, The Hearing Impairment Team, The ASD Team, Occupational Therapy, Physiotherapy and other health agencies based on the needs of individuals.

### **Provision of information**

At Ackworth Howard School we will make use of local services, including those provided through the LA, for providing information in alternative formats when required or requested. We will respond to current needs and update as required. Large print information for children with Visual Impairment will be provided. We will continue to provide personal interaction for parents/carers with literacy difficulties and who have English as an additional language.

### **Financial planning and control**

The Headteacher and Senior Leadership Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The School Accessibility Plan will be used to inform the School Improvement Plan where appropriate.

### **Evacuation Procedures**

The school will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the learner and parents/carers and an appropriate risk assessment produced. Learners who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.



	<ul style="list-style-type: none"> <li>• Using a variety of formats for communication.</li> <li>• Ensure all parents/carers are aware that the school can provide communication in a variety of ways.</li> <li>• Check that correspondence sent home is accessible in relation to reading ability language etc.</li> </ul>	Ongoing	School Business Manager (SBM)	
Ensure safe access for all.	<ul style="list-style-type: none"> <li>• Gather information around access needs as part of transition.</li> <li>• Create access plans for individuals as required.</li> <li>• Annual reminder to parents/carers through communication to let us know if they have problems with access to areas of the school.</li> <li>• Include the accessibility plan as part of induction.</li> <li>• Daily site checks and concurrent premise manager/caretaker tasks undertaken.</li> <li>• Ensure there is a personal emergency evacuation plan for all disabled learners, where required. Ensure staff are fully trained and aware of their duties.</li> <li>• Any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.</li> </ul>	Ongoing	School Leadership Team (SLT) School Business Manager (SBM) SENDCo Premise Manager	Individual, relevant and current information is gathered and shared as required so that all needs are met. All visitors feel welcome. Everyone feels safe and can gain access safely into the school grounds. That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors