

**HANDEL HOUSE SCHOOL**  
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**Disability and  
Accessibility Plan**

**Introduction**

At Handel House School, every child irrespective of their ability/disability has the right to access a full and valid curriculum.

The proprietor and staff of Handel House School endeavour to remove any barriers that may prohibit a child from accessing the curriculum; thus enabling them to achieve more and realise a greater development. Our aim is to increase the access to education for disabled students in the three areas required by the planning duties in the Equality Act (2010), which are:

- **Access to the curriculum** – increasing the extent to which disabled students can participate in the school curriculum.
- **Access to the Physical Environment** – improving the environment of the school to increase the extent to which disabled students can take advantage of the education and services offered.
- **Access to information** – improving the delivery to disabled students of information that is provided in writing for pupils who are not disabled.

**1A. The purpose and direction of the school's plan, values and vision.**

At Handel House School our aim is to be fully inclusive and non-selective. There are areas to be addressed, which will be acknowledged within our Access 'action' plan.

We have a commitment to constantly address and monitor our provision for students with a disability.

We are forging links with outside professionals to formulate the best plans for individuals and to broaden the school's understanding of the needs of disabled students.

We acknowledge that there are restrictions to the physical capability of the school building, which was built circa 1850, and that there are areas that may need to be addressed. We aim to make reasonable adjustments.

**1B. Information from student data.**

Currently, (October 2025), the school has **45** students on role; 0 students have an EHC, including those with General Learning difficulties, Physical difficulties, Communication difficulties and Emotional Behavioural problems, specified medical needs and ABI (Acquired Brain Injury).

**1C. Consultation during the development of this plan.**

The following have contributed their views through discussion towards the development of this plan.

- School Health and Safety Officer – Mark Raisborough

- School SENDCO – Marisa Raisborough
- School First Aider – Helen Tooke + 3 staff
- Local Builder – LR Hutchinson & Sons

## 2A. Access to the curriculum.

Increasing the extent to which disabled students can participate in the school curriculum  
Handel House School has established the following as priority targets –

- Staff development and awareness of learning styles and resources available.
- Staff training on the implications for classroom practice of different forms of disabilities.

## 2B. Access to the Physical Environment

Improving the environment of the school to increase the extent to which disabled students can take advantage of education and other services.

Handel House School has established the following as targets for consideration.

- To enable all students with a disability to access all of the ground floor facilities.
- To provide suitable furniture to suit an individual's needs, specifically the use of computers i.e. height adjustable chairs and tables/desks.

## 2C. Access to Information

Improving the delivery to disabled students of information that is provided in writing for students who are disabled.

Handel House school has established the following as targets for consideration

- To improve and develop an awareness throughout the school of a need to improve signage within the classroom and main school building.
- To make available written information more parent/student friendly, using an appropriate font size and colour paper consideration especially for those with SLD.
- Listen to student/parents and take action accordingly.

## 3A. Wider considerations

How Handel House School's Accessibility Plan links in with other responsibilities.

The accessibility plan is to be developed in line with the SEND policy and will consolidate new legislation and requirements of schools, as and when.

In addition, the school's first aid policy, which is constantly under review, will integrate aspects of the Accessibility Plan to coordinate appropriate responses.

## 3B. Accessing Handel House School's Accessibility Plan

- It uses an Arial typeface that is identified as being easier to read for those with literacy difficulties.
- There is an enlarged copy of the plan held in the main school office.
- There is a copy printed on coloured paper for those who experience visual discomfort with black typeface on white, this copy is also held in the school office.
- A copy of the plan is available upon request and can be printed in any font size and on a variety of coloured paper.

## 3C. How Handel House school will review and revise its plan: duration, review and revision.

The plan is a three-year working document. It takes into account the three strands and organises targets as short, medium and long term with target completion dates.

The plan will be reviewed and moderated where necessary.

**3D. How the school will know how effective its plan has been in evaluation**

Outcomes of the individual targets set out in the action plan will form the basis of the evidence used in an annual review. At the end of the three-year period an overall evaluation will consider the effectiveness of the plan and implement modifications for the subsequent accessibility plan.

**The Action Plan:** attached is an Action Plan to show the proposals addressed by Handel House School, within a three- year timescale from October 2025 to August 2028

	<b>Focus/objective</b>	<b>Action</b>	<b>People concerned</b>	<b>Time frame</b>	<b>Cost</b>	<b>Outcomes/Review</b>
<b>Short Term 1A</b>	To reduce potential barriers upon entry.	Investigate the extent to which disabled students can access the curriculum.	Mark Raisborough Helen Tooke	2025-2028	Time	Increased awareness of student needs. Determining PD needs of staff.
<b>Short Term 1B</b>	To make the learning environment more accessible to students with disabilities.	Investigate how the school site could be improved for disability access.	Mark Raisborough Marisa Raisborough Helen Tooke	2025-2028	Time	Increased awareness of possible problem areas.
<b>Short Term 1C</b>	To improve the delivery of written information.	Investigate how we can increase the extent to which students with disabilities can access information.	Mark Raisborough Helen Tooke Digitech	2025-2028	Time	Awareness of the use/ possible limitations of existing resources. To enable future planning and purchase of appropriate and more specialist resources if required.

	<b>Focus/objective</b>	<b>Action</b>	<b>People concerned</b>	<b>Timeframe</b>	<b>Cost</b>	<b>Outcomes/Review</b>
<b>Medium Term 2A</b>	To improve delivery of the curriculum.	Staff development and awareness training of learning styles and resources available.	All staff.	2025-2028	Time and training costs as required.	Increased understanding of how to meet the needs of ALL children.
<b>Medium Term 2B</b>	To improve accessibility.	Investigate the possibility and possible implications of improving access to all ground floor rooms, including entry doors, corridors and toilets.	Mark Raisborough Helen Tooke	2025-2028	Time	School staff to be updated and familiarised with making reasonable adjustments in classrooms and lesson planning in order to accommodate the needs of students with disabilities.
<b>Medium Term 2C</b>	To further improve the delivery of information in written form.	To develop an awareness throughout the school of the need to improve resources, displays and	All staff	2025-2028	Time	Improved understanding of how to deliver information to students with a variety of disabilities and implementation where necessary.

	signage in classrooms.	

	<b>Focus/objective</b>	<b>Action</b>	<b>People concerned</b>	<b>Timeframe</b>	<b>Cost</b>	<b>Outcomes/Review</b>
<b>Long Term 3A</b>	To further improve understanding of curriculum delivery.	Staff training on the implications for classroom practice of different forms of disabilities.	All staff	2025-2028	TBD	Shared understanding of how to make reasonable adjustments in the classroom to improve the learning environment.
<b>Long Term 3B</b>	To further improve accessibility of the premises.	Obtain costings of possible required works i.e. wall handrails, ramps, stairlift.	Mark Raisborough Helen Tooke LR Hutchinson's Builders - Gainsborough	2025-2028	TBD	

Signed: M.Raisborough

October 2025

To be reviewed: Annually as a minimum