

Accessibility Plan

Hove Park School

Date plan agreed:	November 2025
Date of next review:	November 2026

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1. Aims

Hove Park School is committed to creating an inclusive environment where all pupils, regardless of disability, can access education, participate fully in school life, and achieve their potential.

Under the Equality Act 2010, schools are required to have an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

At Hove Park, our approach to accessibility is rooted in our inclusive ethos and Ordinarily Available Inclusive Provision (OAIP). We recognise that difference is part of everyday school life and that barriers to learning and participation can be physical, sensory, cognitive, emotional or social.

We are committed to:

- Treating all pupils with fairness, dignity and respect
- Removing barriers to learning without lowering expectations
- Anticipating need rather than responding reactively
- Working in partnership with pupils, families, staff and external professionals

This plan will be published on the school website. Paper copies are available on request.

The school is committed to ensuring staff receive appropriate training in equality and disability awareness, including their duties under the Equality Act 2010.

The development of this plan has been informed by consultation and ongoing dialogue with pupils, parents/carers, staff and governors.

Any concerns relating to accessibility are addressed through the school's Complaints Policy.

2. Legislation and guidance

This Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 and has been written with reference to the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities.

Under the SEND Code of Practice (2015):

- 'Long-term' is defined as lasting, or expected to last, at least one year
- 'Substantial' is defined as more than minor or trivial

This definition includes sensory impairments (such as sight or hearing), neurodevelopmental conditions, and long-term health conditions including asthma, diabetes and epilepsy.

The school recognises its duty to make reasonable adjustments to avoid substantial disadvantage for pupils with disabilities. This may include adjustments to teaching approaches, provision of auxiliary aids, or adaptations to the physical environment.

3. Action plan

This action plan outlines how Hove Park School will meet its accessibility duties. It is strategic in nature and focuses on principles and priorities rather than day-to-day operational practice. Detailed implementation is set out within the SEND Policy, SEND Information Report and OAIP documentation.

Accessibility Plan

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Timescale	Success Criteria
1. Increase access to the curriculum for pupils with disabilities	- OAIP underpins adaptive teaching in every classroom - High-quality teaching with reasonable adjustments - Pupil Passports and support plans - Assistive technology supports access - Access arrangements for exams - Flexible curriculum pathways (Alternative	- Ensure barriers to curriculum access are anticipated and reduced - Maintain high expectations for pupils with disabilities	- Review curriculum planning for accessibility - Gather pupil voice - Continue staff CPD on adaptive teaching and inclusive practice	Senior Leadership Team / SENCO Head of Cullum Centre	Ongoing	Improved engagement, progress and participation for pupils with disabilities

	Provision, Cullum Centre) - Curriculum progress tracked for all pupils					
2. Improve and maintain access to the physical environment	- Split-site context acknowledged - Disabled toilets on both sites - Access to gender neutral toilets on both sites - Access to gender neutral changing facilities on both sites - Lift access where available - Individual risk assessments and PEEPs	- Identify and reduce physical barriers where practicable - Ensure safe access and evacuation for pupils, staff and visitors	- Complete regular accessibility audits - Consider accessibility in site development plans - Review classroom layouts and circulation routes - Complete sensory audit of school and learning environment	SLT / Site Manager / Governors	Ongoing and annually reviewed	Increased independence and safety for disabled pupils and visitors

	- Accessibility considered in refurbishment and capital works					
3. Improve the delivery of information to pupils with disabilities	- Clear communication with pupils and families - Information available in accessible formats - SEND info published on website - Use of visuals, simplified language, alternative formats - Person-centred reviews and pupil profiles	- Ensure all pupils and families can access key information - Improve clarity and consistency of communication	- Review accessibility of key documents and website - Ensure staff awareness of accessible communication guidance - Respond flexibly to individual needs	SENCO / Head of Cullum Centre/ Office Team / SLT	Ongoing	Pupils and families report improved access to information
4. Monitoring arrangements	- Plan reviewed at least every 3 years	Ensure plan remains relevant and effective	Review and update as needed	SLT / Governing Body	Every 3 years or sooner if	Accessibility plan remains

	- Monitored by SLT and approved by Governing Body				significant changes occur	current and effective
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4. Monitoring arrangements

This Accessibility Plan will be reviewed at least every three years and may be reviewed more frequently where significant changes occur.

The plan will be monitored and reviewed by the Senior Leadership Team and approved by the Governing Body.

5. Links with other policies

This Accessibility Plan should be read alongside the following documents:

- SEND Policy
- SEND Information Report
- Ordinarily Available Inclusive Provision (OAIP)
- Equality Information and Objectives
- Health and Safety Policy

- Risk Assessment Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Safeguarding Policy
- Complaints Policy

Together, these documents set out how Hove Park School meets its statutory duties and promotes inclusion for all pupils.