HASMONEAN MULTI-ACADEMY TRUST

HASMONEAN

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Accessibility Plan

Hasmonean High School for Girls

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1. Aims

The aims of this Accessibility Plan are to ensure that Hasmonean High School for Girls continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to;

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

At Hasmonean High School for Girls, we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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'.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students. Access Arrangements are in place for internal and external examinations when needed	All students will be screened for literacy difficulties, and significant difficulties will be addressed through a literacy intervention programme. Access arrangements for examinations implemented when necessary	Screen students and then plan intervention accordingly. Train specialist support staff to deliver the intervention scheme.	SENDCO Exams Officer	Ongoing	All students with a significant literacy difficulty will have an intervention in place. This will have a demonstrable impact on progress and attainment.
		All staff are continually trained to employ Quality First teaching strategies in the first instance in response to individual needs.	The curriculum will be continually adapted in response to changing needs as informed by the SENDCO and Directors of Learning.	SENDCO DOLs	Ongoing	Students with a disability make expected or better progress.

		All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SENDCO Assistant Head (T and L)	Ongoing	Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.
		If students with serious additional needs attend the school, employ specialist support staff and carers to ensure that we have the expertise and capacity within the team to provide the support that our students with needs require.	Continually review the needs of our students to identify the staff we require at the next recruitment phase.	SENDCO Headteacher	Ongoing	The Learning Support team is appropriately staffed with people with the right knowledge to support our students effectively.
		PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Research electives which are suitable for students with a disability Recommendations from OT and PT services will be actioned. Alternative and adapted	SENDCO Head of PE	Ongoing	All students have the opportunity to access appropriate PE activities.

			equipment to be purchased if necessary.			
Improve and maintain access to the physical environment	*The environment is adapted to the needs of students as required.* *This includes:* • *Ramps* • *Lift* • *Corridor width* • *Accessible parking bays* • *Accessibility toilets and changing facilities* • *High visibility strips to mark stairs, hand rails and vertical support post*	Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.	Collate information from feeder primary schools and external agencies to ensure that the necessary equipment is purchased in time for the new term.	SENDCO Headteacher	Ongoing	Students will have full access to the physical environment of the school.
		Personal evacuation plans for identified vulnerable students.	Develop Personal emergency evacuation plans (PEEPs) for specific students. Support staff informed of which students they are responsible for in an emergency situation. PEEP forms are stored with emergency evacuation register held by the SENDCO and brought to the evacuation point.	SENDCO Assistant Head (Pastoral)	Updated annually	Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.

		Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room.	Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms.	Subject teachers informed by SENDCO	Ongoing	All identified students are seated appropriately in rooms to ensure maximum access within each room.
		To continually maintain yellow/ fluorescent warning strips on vertical posts, steps and handrails, to support students with VI when necessary.	All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.	Site Manager	Ongoing	Any students with VI are able to navigate successfully around school safely.
Improve the delivery of information to students with a disability	*Our school will use a range of communication methods to ensure information is accessible when necessary. This includes:* • *Internal signage* • *Large print resources*	All students with disabilities will have a detailed 'School Focused Plan' which clearly outlines the differentiated teaching strategies and communication methods that should be used to help them	Refine School Focused plans through a SEND review meeting with parents/carers and students to ensure that needs are clearly identified and that the right strategies and	SENDCO	Ongoing	Staff will be fully equipped with the right strategies to support students with disabilities and this will ensure that students can access all information delivered in lessons.

		to make the progress they deserve.	communication methods are in place.			
		Regularly review access to information in collaboration with parents/carers and students to ensure that communication methods are appropriate to need.	Invite parents/carers and students to termly access meetings	SENDCO	Ongoing	Improved systems across the school will support students with disabilities to access all information.

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Hasmonean MAT Board of Trustees.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disability policy
- Supporting students with medical conditions policy

Ratified by the Governors Finance & Premises Committee in March 2026
Next Review: March 2029

Appendix 1: Accessibility audit

1. Physical Access					
Item	**Issue**	**Green**	**Amber**	**Red**	**Comments**
1	Is furniture and equipment selected, adjusted and located appropriately?				Yes
2	Are pathways and routes logical and well signed?				Yes
3	Do you have emergency and evacuation procedures for specific students with a disability?				Yes
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Yes – technology is provided where necessary, as well as height adjusting furniture.
5	Do furniture layouts allow easy movement for students with disabilities?				Seating plans are used to ensure that students with disabilities are seated appropriately at the front of the classrooms.
6	Are quiet rooms/ calming rooms available to children who need this facility?				The SSU provides this but we will investigate additional provision
7	Are car park spaces reserved for disabled people near the main entrance?				Yes

8	Are there barriers to easy movement around the site and to the main entrance?				
9	Are steps needed for access to the main entrance?				Yes. The main entrance can be accessed from inside the school. We are investigating putting a ramp directly to the entrance.
10	Do all those steps have a contrasting colour edging?				No
11	If there are steps, is a ramp provided to access the main entrance?				No but there is an alternative entrance with level access, we plan to build a ramp when funds allow
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				Yes
13	Is it possible for a wheelchair user to get through the principal door unaided?				No
14	If no is an alternative, is wheelchair accessible entrance provided?				Yes
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes
16	Do all internal doors allow a wheelchair user to get through unaided?				Yes
17	Do all corridors have a clear unobstructed width of 1.2m?				Yes
18	Does each block have a wheelchair accessible toilet?				Yes, with the exception of the new block. We are looking into rectifying this in order to be compliant with other requirements.

19	Does the relevant block have accessible changing rooms/ shower facilities?				No. Unfortunately, this is not the case at the moment in our current building
20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				Yes
21	Is there a continuous handrail on each internal stair flight and landing?				Yes
22	Do the blocks have a lift that can be used by wheelchair users?				Yes
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				Yes, a lift
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				No, PEEP plans have arrangements for use of an evac chair from the upper floors
25	Are non-visual guides used to assist people to use the buildings?				No, this is something that we do not currently have the need for.
26	Could any of the décor be confusing or disorientating for students with disabilities?				No
27	Is a hearing induction loop available (either fixed or portable) in the school?				No, but these can and will be purchased as and when required for students with a hearing impairment.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				Yes

2. Learning Access					
Item	**Issue**	**Green**	**Amber**	**Red**	**Comment**
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular training is provided on SEND and disability issues.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				Regular SEND training will be provided to all staff. Strong relationships exist with local providers e.g. NHS occupational therapists/physio therapists and sensory support service. Training will be provided when there is a need for this.
3	Do all staff seek to remove all barriers to learning and participation?				Yes, this will be evidenced in lesson observations. Specific target setting and monitoring in place to ensure that all students with SEND make sufficient progress and accelerated progress in intervention groups
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				This is a focus for the school. Lesson visits and learning walks will ensure that this is taking place in every lesson.
5	Are all children and young people encouraged to take part in music, drama and physical activities?				Yes, this is part of every student's curriculum.

6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				All staff have access to detailed profiles of need which outline the adjustments they need to make to allow access for individual students.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Lesson visits and learning walks quality assure that this is taking place in every lesson.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				Yes
9	Do you provide access to appropriate technology for those with disabilities?				Any specialist equipment is secured where necessary and is dependent on need. Individual pupil's enhancement equipment used when necessary.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				All students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed eg. reconnaissance trips and risk assessments are carried out.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.
3. Information Access					

Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format?				Teachers will work with support staff and external agencies to differentiate resources to include symbols, visual aids and simplified language where necessary.
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes
3	Do you ensure that information is available to staff, students and parents/carers in a way that is user friendly for all people with disabilities?				Our local offer will provide information on everything that we do as a school to support students with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we meet regularly with our parents. We aim to provide a close liaison between carers, LSAs, pupils, parents and teachers