



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

Accessibility Policy

Introduction

The Equality Act 2010 was drawn up to tackle inequality and prevent discrimination against people based on 'protected' characteristics. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect staff and the pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination and harassment.

Definitions

Equality is the principle of equal treatment for all people, irrespective of their protected characteristics. Diversity is the practice or quality of including or involving people, irrespective of their protected characteristics. Protected characteristics, as referenced in the Equality Act (2010), describes an individual's qualities that makes them the person that they are. These include:

- Disability
- Gender/reassignment status
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

A person can experience direct discrimination because of a protected characteristic, even if

the person does not have the characteristic himself/herself.

- Discrimination because of perception takes place where someone is treated worse than others because they have been perceived to have a characteristic.
- Discrimination because of association takes place when a person is treated worse than another person because they associate with a person with a protected characteristic.

Definition of Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.

Our Key Objectives

To reduce physical barriers that may hinder both staff and pupils from reaching their full potential. At Holton Sleaford Independent School we want our pupils to access and participate in all areas of our bespoke curriculum.

Principles

Compliance with the Equality Act 2010 and action that actively advance equality for the sake of our pupils as they progress into adulthood and access wider services with increasing independence.

The school recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and we will have regular contact with these discussing any change in this area.

The school provides all pupils with a broad, balanced and bespoke curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, we also have a unique behaviour tracking system (Self-Co) which is designed to follow and track each pupils behaviour progress.

- Setting ambitious learning challenges based on a secure knowledge of the child's abilities
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning
- Assessment for individuals and groups of pupils

Physical barriers considered

Getting to the premises

- Parking

- Approach and routes to the entrance.
- Lighting and signage to entrance
- The surfaces on approach to the building.

Getting into the premises

- Step, stairs, and ramps
- Entrance doors and thresholds
- Reception areas including seating and lighting

Getting around the premises

- Width of corridors and entrances to classrooms, offices etc
- Internal direction signs, fire signs and lighting
- Floor surfaces and tonal contrasts of surfaces
- Stairs and steps leading up to premises.

Using the services in the premises

- Toilets
- Access to eating areas
- Lighting, heating, and acoustics
- Accessibility of Switches, handles and controls
- Seating and furniture
- Telephones and electrical equipment
- Alarms

Getting out of the premises

- Fire exits and escape routes
- Emergency lighting, signs, and alarms
- Safe refuge areas in event of a fire

Managing the building

- Keeping protected fire routes clean and any obstructions removed.
- Follow fire risk assessment guidelines
- Maintenance of lighting, heating, and alarm systems.

Education

- Working to achieve consistently outstanding education that enables each child to shine as a result of their engagement with learning and personal development. This is benchmarked and qualified as such, by external bodies eg Ofsted.
- Training and provision for staff to ensure current and best practices to support each learner
- School curriculum - relevance, purpose, breadth, quality of provision
- Access to qualifications for pupils in order to access adulthood with increasing confidence and skills
- Active safeguarding due diligence of our pupils, extending to their families and enabling clear and fair procedures and policies
- Ensuring that we support families and pupils to access additional support, care and guidance that can be better provided by other specialist providers

Actions and Activity

This next section outlines the main activities that the school will undertake, and is planning to undertake, to achieve the key objectives and aspects identified in the Accessibility policy.

Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts

The school has a plan of training and development as a key element of the school's Recruitment and CPD policy that is updated regularly.

The curriculum at Holton Sleaford Independent School is designed to support all pupils and access learning, taking into account their abilities, starting points. The focus of the curriculum centres around the development and improvement of pupils' skills both academically and socially. We feel our bespoke curriculum and Self-Co behaviour tracking system will enable us to do this.

The school's curriculum will be monitored and evaluated regularly by the teachers, leadership teams and the proprietor.

Physical Environment

The school takes account of the needs of staff, pupils and visitors with physical difficulties and sensory impairments. However, with the school being situated on the first floor of a building we will offer temporary alternative facilities, for pupils, staff, parents and external agencies who suffer from any physical injury that would prevent them accessing the building safely. Due to the location of the School, when considering referrals for the school we will follow the school's

admissions policy. The School will also consider lighting, acoustic treatment and colour schemes when arranging classrooms and display boards to best suit pupils needs.

The school will continue to develop because of the needs of the pupils. Creating inviting and warm spaces that de-institutionalise the building as a 'school' and more of a homely learning environment. We will also use some of the different Outdoor Educational experiences to prepare our pupils for further education and work.

Provision of information

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The school can produce and provide information on a larger format, or through audible devices should this be requested.

Financial planning and control

The Executive Headteacher / Proprietor along with the senior leadership team, will review the financial implication of the School Accessibility Plan as part of the normal budget review process, this can be seen in the Annual Account Form and SEND Information Report, both of which are published on the school website.

Linked Policies

This plan will contribute to the review and revision of related school policies and guidance

- Staff Development and CPD Policy
- Teaching and Learning Policy
- Curriculum Policy and Plan
- Equality and Diversity Policy

<u>Written by...</u>	<u>Daniel Laughton</u>	<u>10/11/25</u>
<u>Approved by...</u>	<u>Mike Whatton</u>	<u>10/11/25</u>
<u>Signed...</u>		
<u>Date sent to Governors</u>		<u>Due for Review</u>
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