



**HARTLAND
HIGH SCHOOL**

Hartland High School **Accessibility Plan**

Hartland High School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, Grennell Road, Sutton, Surrey, SM1 3DY.

Hartland High School Accessibility Plan

1st January 2026

This Accessibility Plan applies to Hartland High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: The Headteacher

This plan was approved by the Governing Body on: 20th January 2026.

This plan is due for review by: 1st January 2027

Hartland High School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of Hartland High School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Hartland High School’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Hartland High School

The school has an administration block which is two floors connected with a stairwell and lift. There are also four teaching pods for Key Stage 2 and 3, each with two floors connected by stairwells. Additionally, there is a separate building at the rear of the school for the sixth form, which also has two floors and access to a lift. Between the main school and the sixth form building is the Sports Hall, which features both a stairwell and a lift providing access to offices and the viewing area. Lifts are available in the Admin building, C and D Pods, Sports Hall, and the Sixth Form area. Some pods are connected by external bridges: Admin to A Pod, C Pod to B Pod, and B Pod to D Pod.

Hartland High School’s vision for disabled pupils:

Hartland High School is committed to providing a fully accessible environment which values and

includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion. We aim to remove those barriers and ensure that all students can take part in the day to day life of our school and benefit from the learning experiences we provide. The Accessibility Plan shows how access is to be improved for students with a disability, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Develop and extend careers and preparation for working life to ensure that disabled pupils receive accessible guidance, build essential employability skills, and can fully access opportunities that support their future progression.	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.	SENDCo / Careers Lead	Careers and destination interviews for Year 11/13 Careers assemblies Year 11 student voice about options Sixth form open evenings Brighter Futures information evenings advertised Pupil passport meetings Annual reviews		
Further increase representation of students with SEND ie; participation in student voice activities, participation in extracurricular activities, student council and student leadership.	Student body representation will reflect its diverse nature.	Student PD Lead	Student surveys have been issued to capture student voice. External workshops invited in with a focus on SEN with low attendance Student leadership introduced in 11 & 13 with students taking lead in enrichment activities.		
Ensure a thorough evaluation of the curriculum and assessment processes so that all students make Progress.	Students are grouped to maximise progress.	Deputy Head / Assistant Head T&L	All student groups take into account most recent assessment scores Curriculum diet is same for every student - consistent, shared curriculum		
Develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact.	Improved attainment and progress for SEND students.	SENDCo	Introduction of Read, Write Inc., through teaching assistants. Assessment of progress through NGRT. Assessment of student ability through GL exact and Access Arrangement testing. Tracking of key assessment points		

			Preparation for January 2026 and launch of Direct Instruction.		
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2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	Site manager	Site walk demonstrates where there are issues. Drains / covers that are dipped will be levelled. Drains /covers will be outlined with paint to help visual impairment students. Black and yellow tape on stairs and doorways to avoid hazards.		

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required.	Parents and pupils feel fully involved in the life of the school and can access important information.	Operations manager	Newsletters are emailed with a link to video support who wants it. Need to consider what parents have requested specific formats and survey accordingly.		
Ensure that Disability Discrimination Act (DDA) compliant signage is rolled out across the school.	Signs are clear and understandable for the visually impaired.	Operations manager / site manager	Review of signage currently indicates that this is compliant across the school. Ongoing signage should be compliant too and will be monitored.		

