

Sir John Hunt



Sir John Hunt Community Sports College **Accessibility Plan**

Sir John Hunt 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 Sir John Hunt 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.

Sir John Hunt'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)

Sir John Hunt

Sir John Hunt Community College is an 11–18 secondary college situated on a multi-building site with accessible routes, lift access and adapted learning spaces. The college does not have a specialist resource base; however:

- We have a SEND base for SEND triage and emotional regulation
- Dedicated rooms for interventions (literacy, communication, SEMH)
- Triage areas for pastoral/ SEND support

Our Accessibility Plan outlines how we will continue to ensure that disabled students, parents, staff and visitors are able to engage fully in college life.

Sir John Hunt's vision for disabled pupils:

Our college is committed to providing a fully accessible environment which values and includes all pupils, 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 as far as possible to remove those barriers and ensure that all pupils can take part in the day-to-day life of the school and benefit from the learning experiences we provide. Our Accessibility Plan sets out clear, practical steps to improve access over time, ensuring that students with disabilities are able to make the most of the learning opportunities and wider experiences our college offers.

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
Further develop and extend careers guidance and preparation for adulthood so no vulnerable students become NEET	Vulnerable students receive enhanced support and move into appropriate, sustainable next steps in education, employment or training	OMA, SCO			
Increase representation of disabled students in leadership, student voice, enrichment and extracurricular activities	Student leadership and representation reflect the diversity of the college; students gain confidence and agency	MIC, JAB			
Strengthen evaluation of literacy and numeracy interventions to secure maximum progress	Improved attainment and accelerated progress for SEND students across key stages	RNI, DST, DAS, MMA			
Develop consistency in adaptive teaching practices across all curriculum areas	Disabled students experience consistently high-quality teaching, leading to improved engagement and outcomes	RNI, DST			
Expand access to social	Improved emotional	RNI, HSH			

communication and SEMH groups to reduce barriers to learning	regulation, communication skills and readiness to learn for targeted students				
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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 all departments have access to appropriate specialist equipment and furniture	No student experiences reduced access to learning due to lack of equipment or physical resources	LLE			
Maintain pathways, kerbs, ramps, external surfaces and internal routes to ensure full accessibility	Students with mobility difficulties are able to navigate the college safely and independently	LLE			
Review and adapt signage to ensure DDA compliance and clear information for visually impaired students	Improved navigation and reduced anxiety for visually impaired students and visitors	LLE			

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
Provide college information (brochures, letters, newsletters) in alternative formats where required	All families and students can access essential information in a format that meets their needs	<i>MIC, RNI, GPE</i>			
Ensure key information on the website is fully accessible (alt text, clear layout, accessible fonts)	Students and families with disabilities can easily access online information	<i>GPE</i>			
Review the accessibility of curriculum information and exam materials	Disabled students can access assessment information without disadvantage	<i>DST, RNI, GPE</i>			