

Accessibility Plan

THE HUB SCHOOL



Policy Owner:	Director of Learning SENDCO	
Approved by:	Local Governing Board	Date: 24 th October 2025
First Adopted:	May 2018	
Last reviewed on:	October 2024	
Next review:	October 2027	

Contents

1. Aims.....	2
2. Legislation and guidance.....	4
3. Action Plan.....	5
4. Monitoring Arrangements	11
5. Links with other policies.....	11

.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school that provides all students with exciting opportunities that build confidence, develop social skills, and promote academic achievement. We provide positive learning experiences in an environment which allows students to feel safe, express creativity and achieve success.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, pupils, parents, staff and governors of the school.

At The Hub, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life. We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective.

We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning. All our pupils will be treated fairly and with respect. We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.

We aim to:

- Ensure that pupils with special educational needs and disabilities are able to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school activities, rewards, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Hub School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Governors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

1.1 Context

The Hub school is a school for pupils who have social, emotional and mental health difficulties for pupils aged 9-16 years. There are various routes into the school, with a variety of cohorts of pupils.

We have Long Stay Provision for pupils who have an EHCP (or are undergoing assessment); we have Short Stay provision for pupils who are on roll at a mainstream school but attend an interim, intervention programme with us; we have responsibility for provision for children and young people who are permanently excluded and we have responsibility for Commissioned Placements across the Local Authority.

90 students in Long stay at The Hub Anlaby

24 students in Short Stay at The Hub Welton

80 students on Commissioned Placement across the county.

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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

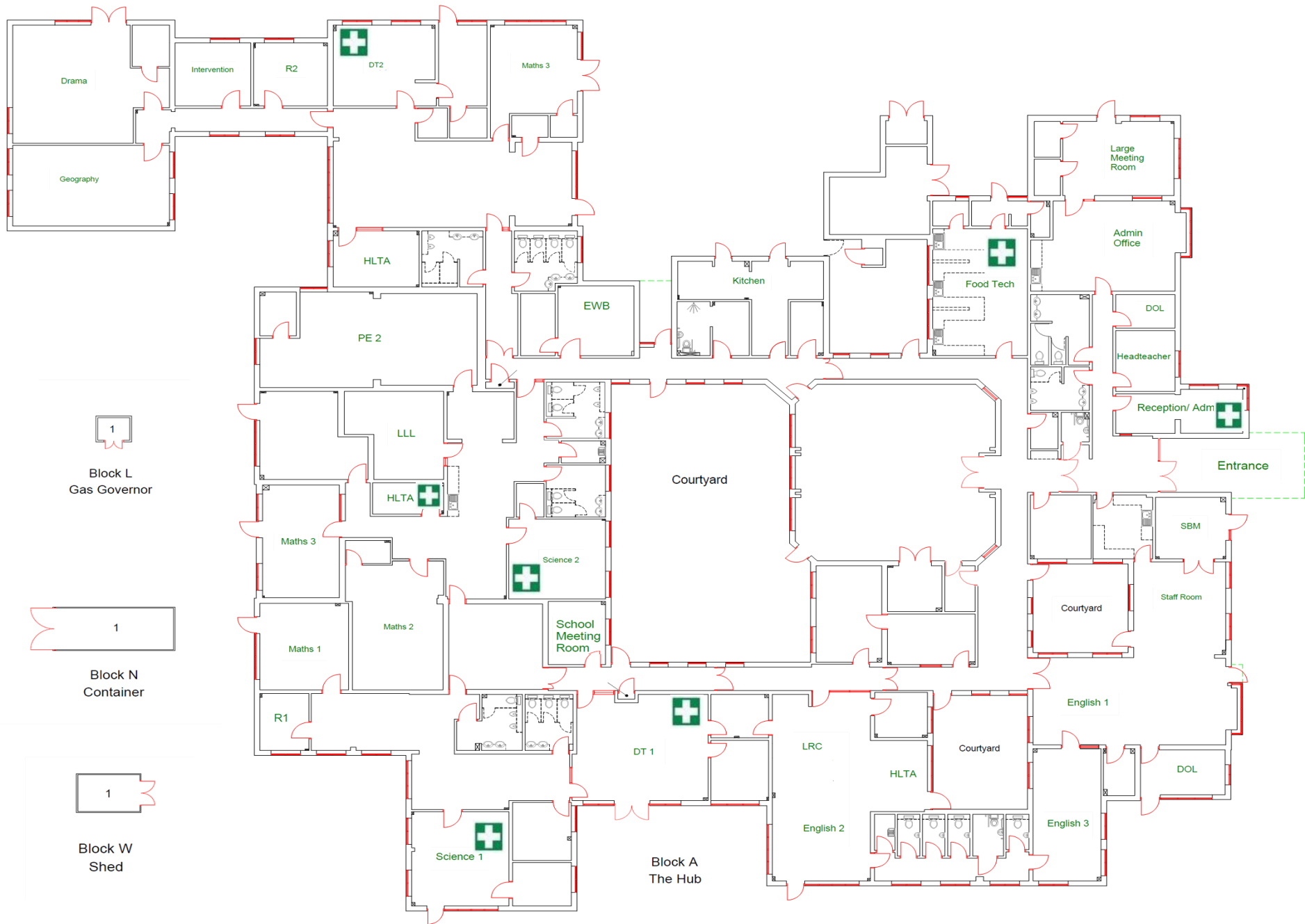
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTION S BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Review students EHCPs during the consultation/ transition process and identify any reasonable adjustments that are required 	<p>Curriculum offer is reviewed half termly in response to the needs of the students/ cohort.</p> <p>Identify linked educational trips/ visits/ work experience in a timely manner and identify possible barriers; seeking to remove these barriers with effective planning and reasonable adjustments.</p>	<p>Reviews of curriculum to identify most suitable teaching sequence and identify adaptation that need to occur in a timely manner.</p>	<p>Head of school</p> <p>Head of Department</p> <p>SENCO</p> <p>Careers lead</p> <p>Trip Lead</p> <p>Teacher</p> <p>LSO</p>	ongoing	<p>Students will be able to access a range of activities and events on par with non-disabled peers</p> <p>Reasonable adjustments will be made both in school and when in the wider community to planned activities to alleviate substantial disadvantage.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTION S BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> All environments that students need access to are on a single story (no second floor to any part of the building) Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair accessible height 4 steps up to a pre-fabricated building, school would re-room to a room within main building Safe storage of insulin and insulin administering equipment including sharps bin in a room with a locked door/ adult only access Personalized medical plans for those with a medical diagnosis Additional CPD for teaching staff to support students with Diabetes, epilepsy/ hearing impairment 	<p>To ensure that all areas of school where students can access, is accessible to all.</p> <p>For staff members to be able to navigate all areas of the school independently</p>	<p>Risk assessment of any new staff/students/ visitors attending school to identify risks or concerns and make reasonable adjustments</p>	<p>Business manager Site manager All school staff reporting issues</p> <p>Head of English</p> <p>SENCO First Aid Pastoral HLTA</p> <p>SENCO HLTA/Assistant SENCO/</p> <p>Directors of Learning SENCO SLT</p>	2 weeks prior to the person attending the school.	<p>Aside from adult only areas (staffroom/ personnel's offices) Student can access all areas of the communal school area</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to people with a disability (pupils, staff and visitors)	<p>School uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources including exam papers • Exam access arrangements (scribe/reading /prompt/ laptop/ enlarged paper) • Pictorial or symbolic representations • Support from SaPTs (sensory and physical teaching service) 	<p>To ensure communication is effective both visually and through auditory means.</p> <p>To reduce miscommunication of information and to develop independence from all (both students, staff and visitors)</p>	Review methods of communication termly	Site management	Penultimate week of each term	<p>The school effectively communicate to all- students/ staff/ parents careers and visitors.</p> <p>Information is consistent in appearance/ frequency around school and updated regularly</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTION S BY	SUCCESS CRITERIA
Ensure medical needs of pupils are fully understood and plans are in place for them. Plans are understood by all Staff.	<ul style="list-style-type: none"> Annual audit of medical needs Identify and implement training plan for first aiders and named key workers. Follow care plans for pupils with significant medical conditions Regular medical training for First Aid, allergies, epilepsy and asthma 	<p>All relevant staff are aware of pupils' medical needs and plans are clear and implemented effectively.</p> <p>Staff training is implemented at least annually or as necessary. All procedures are followed effectively.</p>	<p>Medical plans updated termly</p> <p>Student profiles updated half termly</p> <p>Relevant training/ CPD allocated to new staff, those where qualification/ training is expiring/ new to the school or new to role we will work with relevant agencies to seek funding and train staff and pupils</p>	<p>SENCO</p> <p>First Aid</p> <p>Pastoral</p> <p>HLTA</p> <p>Teachers</p> <p>LSOs</p>	termly	Students with medical needs receive the appropriate level of care needed and their medical needs to not have a detrimental impact to their learning and progression above and beyond that of the condition.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTION S BY	SUCCESS CRITERIA
Review practice s in line with public Sector Equality Duty - Whole school actions	<p>Policies are reviewed yearly</p> <p>Relevant staff will work closely with parents/carers and other agencies to agree the most appropriate support for pupils with disabilities and will provide information in a timely manner so reasonable adjustments can be actioned</p> <p>Multi-agency meetings will be held as necessary to share knowledge and information and review the effectiveness of provision.</p>	Ensure school adhere to the accessibility act of 2010.	<p>All policies to reviewed annually or when specified, and approved by Local Governing Body/Trust Board</p> <p>Circulate to Governing Body before wider circulation and publication</p> <p>Typical information to consider: Provide parents/carers with information in various formats.</p>	<p>SENCO SLT Admin staff</p> <p>HR/Business manager</p>		<p>Policies in place which support pupils/staff/parents/carers</p> <p>Policies to be fully implemented in all aspects of school life</p> <p>Improved communication with parents/carers.</p>



4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Local Governing Board/The Headteacher

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy