HUET POLICY

ACCESSIBILITY POLICY

SEPTEMBER 2026

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HUET

THE HANLEY AND UPTON EDUCATIONAL TRUST

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1 Statement of intent

This policy and plan outline how the Hanley & Upton Educational Trust (HUET, 'the Trust') and its schools aim to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

Each school in the Trust will have its own audit and action plan in the same format.

This policy aims to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the delivery to students with disabilities of information that is readily accessible to students who are not disabled. This will be done within a reasonable time and in ways that take account of students' disabilities and any preferences expressed by them or their parents.

In preparing and implementing this Accessibility Policy, the Trust Board will have regard to the need to allocate adequate resources to deliver the actions identified, taking account of effectiveness, practicality, reasonableness, cost and the availability of external support or funding.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

These duties to staff arise under Part 5 of the Equality Act 2010 and are separate from the accessibility planning duty for students. They are set out in more detail in the Trust's Equalities Policy and HR policies.

The plan for each school will be formed following an audit and will be resourced, implemented, reviewed and revised in consultation with:

- Students, including disabled students and students with special educational needs.
- Parents and carers.
- The headteacher and other relevant members of staff.
- Trustees and members of the Academy Standards Committee (ASC).
- External partners, such as the local authority's specialist teaching services, the Teacher of the Deaf, the Qualified Teacher of the Visually Impaired and health professionals.

2 Definitions

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

In this definition:

- 'substantial' means more than minor or trivial;
- 'long-term' means the impairment has lasted, or is likely to last, at least 12 months;
- some conditions, including cancer, HIV infection and multiple sclerosis, count as a disability from the point of diagnosis; and
- a formal diagnosis is not needed for a student to be protected.

The definition can include sensory impairments, physical and mobility impairments, long-term medical conditions such as epilepsy, diabetes and severe asthma, mental health conditions, and neurodevelopmental conditions such as autism and ADHD. Many students with special educational needs (SEN) are also disabled,

and many disabled students have SEN, but the two groups are not the same. Some disabled students have no SEN, and some students with SEN are not disabled.

3 Legal framework

The Trust and its schools will take reasonable steps to avoid disabled students being placed at a substantial disadvantage. This includes considering the provision of auxiliary aids and services where reasonable. The duty is anticipatory, meaning that schools will consider in advance the barriers disabled students may face, as well as responding to the individual needs of known students.

The reasonable adjustments duty does not require schools to alter the physical features of their buildings. Instead, Schedule 10 of the Equality Act 2010 requires each school to have an accessibility plan, which sets out over a three-year period how access to the curriculum, the physical environment and information will be improved.

The Trust and its schools also have a duty under the Public Sector Equality Duty (section 149 of the Equality Act 2010) to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010, in particular section 20, section 149, Schedule 10 and Schedule 13
- Education Act 1996
- Children and Families Act 2014, in particular section 69 (SEN information report)
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE and DoH (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015, updated 2017) 'Supporting pupils at school with medical conditions'
- DfE 'Academy trust governance guide'

4 Roles and responsibilities

The Trust Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this policy.
- Approving this policy before it is implemented.
- Monitoring the policy and any action plans.
- Having regard to the need to allocate adequate resources to implement each school's accessibility plan, including through the Trust's estates and capital planning.
- Ensuring that each school's accessibility plan is reviewed and renewed at least every three years.

The Academy Standards Committee (ASC) will be responsible for:

- Approving the school's accessibility plan, where this is delegated by the Trust Board.
- Receiving an annual report from the headteacher on progress against the action plan.
- Challenging the school on the impact of the plan for disabled students, including through the link member for SEND.

The headteacher will be responsible for:

- Ensuring that staff members are aware of students' disabilities and medical conditions.
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise.
- Working closely with the Trust Board, LA and external agencies to effectively create and implement the school's Accessibility Plan.
- Ensuring that the accessibility audit is completed every three years and the action plan is kept under review.
- Reporting progress against the action plan to the ASC at least annually.
- Ensuring that the plan is published on the school website and referred to in the SEN information report.

The SENDCO will be responsible for:

- Working closely with the headteacher and ASC to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.
- Working closely with the Operations Manager to identify requirements for physical adaptations to the built environment.
- Gathering the views of disabled students and their parents to inform the audit and action plan.

The Operations Manager (Ops Manager) will be responsible for:

- Working closely with the SENDCO to identify requirements for physical adaptations to the built environment.
- Ensuring that compliance checks are carried out and any remedial actions are completed.
- Working closely with the Headteacher, Chief Financial & Operations Officer (CFOO) and SENDCO on any capital projects identified.
- Overseeing the implementation of assistive technology, to include accessibility settings and software licencing.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled students to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any student because of their disability.

5 Developing the plan: consultation and student voice

The law requires the plan to take account of the preferences expressed by disabled students and their parents. Before each new plan, and when reviewing it each year, the school will gather views through:

- a survey of, or conversations with, disabled students and students with SEND, adapted to their communication needs;
- student voice groups, such as the student council;
- annual reviews of Education, Health and Care Plans (EHCPs) and SEN support reviews;
- a survey of, or forum for, parents and carers; and
- feedback from staff and specialists, including external agencies.

A short summary of what students and parents said, and how the plan responds, is included in section 7.

6 The Accessibility Audit

Each school within the Trust will undertake an Accessibility Audit every 3 years. The audit will cover the following three areas:

- Access to the curriculum – the school will assess the extent to which students with disabilities can access the curriculum, including the wider life of the school such as trips, clubs, break and lunchtime, on an equal basis with their peers.

- Access to the physical environment – the school will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the school will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes students who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Communication and interaction – this includes speech, language and communication needs, and autism
- Cognition and learning – this includes specific learning difficulties such as dyslexia
- Social, emotional and mental health – this includes anxiety, ADHD and other mental health needs
- Medical conditions – this includes long-term conditions such as epilepsy, diabetes and severe allergies

The findings from the audit will be used to identify and address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering students' disabilities and the preferences expressed by students and their parents.

The audit findings are set out in Annex A. The actions that will be taken as a result are set out in the action plan in section 8.

Each audit will record the date it was carried out and who carried it out. Items marked 'Partial' or 'No' will normally lead to an action in the action plan.

7 Trust context:

Hanley & Upton Educational Trust comprises 1 high school and 3 primary schools.

Current good practice includes adaptive teaching, targeted deployment of learning support assistants (LSAs), assistive technology, access to specialist services, a lift, a hygiene room, quiet regulation spaces and personal emergency evacuation plans (PEEPs).

7.1 Hanley Castle High School

Hanley Castle High School is an 11-18 academy with approximately 1150 students on roll, including 250 in sixth form. **The academy has no resourced provision.**

At the time of this plan:

- 267 students are known to have a disability [22.6%], of whom 64 have an EHCP [5.6%]; 138 are recorded as SEN support [12%] and 62 are recorded as Monitoring [5.4%];
- the main types of need are autism; ADHD; dyslexia; speech language and communication needs; dyspraxia and sensory impairments

7.2 Kempsey Primary School

Kempsey Primary School is a primary academy with approximately **386** pupils on roll. The academy has **no resourced provision**.

At the time of this plan:

- 66 students are known to have a disability [17.1%], of whom 22 have an EHCP [5.7%] and 45 receive SEN support [11.6%]; 40 are recorded as Monitoring [10.4%].
- the main types of need are Speech Language and Communication Needs, Autism and ADHD and Learning difficulties

7.3 Welland Primary School

Welland Primary School is a primary academy serving pupils aged 4-11, with approximately 130 pupils on roll. **The academy has no resourced provision**.

- 28 students are known to have a disability [21.3% of whom 7 have an EHCP [5.3%] and 19 receive SEN support [14.6%]; 5 are recorded as Monitoring [3.8%]
- the main types of need are Speech Language and Communication Needs; Social and Emotional; Autism and ADHD and Learning difficulties

7.4 Hanley Swan Primary School

Hanley Swan Primary School is a primary academy serving pupils aged 4-11, with approximately 114 pupils on roll. **The academy has no resourced provision.**

- 25 students are known to have a disability [21.9%], of whom 6 have an EHCP [5.3%] and 19 receive SEN support [14.6%]; 12 are recorded as Monitoring [10.5%]
- the main types of need are Speech Language and Communication Needs; and Learning Difficulties

8 Publication and accessible formats

Each school will publish its accessibility plan on its website and include it in, or link to it from, its SEN information report, as required by section 69 of the Children and Families Act 2014.

The plan will be made available to Ofsted and to the Secretary of State on request. Paper copies, and copies in other formats such as large print, are available from the school office.

9 Monitoring and review

This policy will be reviewed every 3 years by the Trust Board.

Each school's accessibility plan will be kept under review. In particular:

- the headteacher will review progress against the action plan at least once a year and report to the ASC (each Autumn term)
- the plan will be revised when needs change, for example when a student joins the school with a disability that requires new adjustments; and
- a full audit will be carried out, and a new plan agreed, every three years.

Completed actions will be marked in the action plan and the audit updated, so that the plan remains an accurate record of the school's progress.

10 Complaints

Concerns about accessibility should first be raised with the SENDCO or headteacher. Formal complaints will be handled under the HUET Complaints Policy.

11 Links with other policies

This plan operates in conjunction with the following policies and documents:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy
- Complaints Policy

- Educational Visits Policy
- Exams Policy, including access arrangements
- Careers Policy
- Attendance Policy
- Fire Safety and Emergency Evacuation Procedures
- SEN Information Report
- Trust Estates Strategy