



Horizons Alternative Provision Academy

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Purpose of Plan

The Trust's values are; be inclusive, aim high and work together; our aim is that every school in our Trust, whilst espousing our values and having a core of common policies and procedures, will serve its own community's needs in a bespoke way and also create a feeling of community within its own school. In that way all the potential and talents of every child and every member of staff will be nurtured.

The purpose of this plan is to show how our educational setting intend, over time, to increase accessibility to the physical environment, the curriculum and written information. That all pupils/students with a disability can take full advantage of their education and associated opportunities.

Key Aims

Maiden Erlegh Trust aims to treat all its pupils/students fairly, equitably and with respect. This involves providing access and opportunities for all without discrimination of any kind eg:

- To increase access to the curriculum for pupils/students with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the physical environment of the schools to include all building works and contingency planning during the upgrades and developments.
- To improve the delivery of communications and information for disabled pupils/students and their families. The information should consider any disabilities that pupils/students and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs for total access to the school's environment, curriculum and information and full participation in the school community.

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

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

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of our schools, this procedure sets out the process for raising these concerns.

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/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled pupils/students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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 School Advisory Board.

Commented [KN1]: Is this what they are called?

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions policy

School Context

Horizons Alternative Provision Academy is an Alternative Curriculum Provider that offers education for students aged 5 - 16 who struggle to access mainstream education. Our provision includes, but is not limited to, the following:

- Primary, Key Stage 3 & Key Stage 4 Pupil Referral Units
- Special Educational Needs and Looked After Children Complex Package Provision
- Hospital Teaching Service
- Online Learning
- Medical Tuition
- Outreach Support
- Re-engagement Programmes
- External Training & Support to Schools and Local Authorities

Students attending Horizons have a range of educational experiences and needs,

with many having been excluded from school or unable to access mainstream or special education due to illness or individual needs. The school caters for students from Reading and neighbouring authorities and the pupils come from a variety of socio - economic backgrounds.

We believe that this Accessibility Plan is compliant with current legislation; the Equality Act 2010.

Local Transition Board/Local Advisory Board Members are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3-year period.

Accessibility Plan Vision

Horizons AP Academy is an inclusive organisation that aims to be accessible to all students. We have close links to the local community and external providers with a curriculum that provides challenging and stimulating learning experiences, with realistic yet high expectations and standards for all.

The purpose of this 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.

Our vision underpins everything we do; we are dedicated to offering every young person the opportunity to realise their potential, ensuring that every young person is at the centre of everything we do. At Horizons, we guarantee a personalised learning service; a place where young people and families enjoy success every day. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan will be made available online on the school website, and paper copies are available upon request and 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, including staff, students, and the schools governing body.

Access to the Curriculum

We provide a differentiated and personalised curriculum to all our student's dependent on their needs, including a mixture of group and 1:1 learning as well as alternative provision. We work on preparing students for a transition to other schools and also for life in the workplace. All students in year 10 and 11 have access to work experience placements in the area of their chosen career pathway.

We ensure all students can access activities that we offer and adaptations to activities are made to fulfil this aim. For students to access the curriculum, lessons are differentiated and take account of individual learning needs. Priority is placed on student participation, as independently as is possible. Adults and students are clear about the learning objectives and outcomes of the lesson, class and individuals. At our Alternative Providers we provide them as much contextual information about students as possible, to ensure they can tailor their programmes to the needs of the students working with them.

Access to the School Environment

Our sites are open to all students that are able to access them, at times that are appropriate to them.

The school currently sites across two sites. A site on Cranbury Road, Reading and a Primary site in College Road in Earley. The Cranbury Road site has 12 classrooms, including a cooking room, gym room, salon, a canteen and hall. This building has wide doors and wide corridors, with easy access through the front door. Doors to the external areas have a step down and therefore may cause some accessibility issue for those with issues with walking or in a wheelchair would only be able to make use of the front door. This could cause a problem if there is a fire in some areas of the building.

The primary building present building is not suitable for wheelchair users, and it not fit for purpose. If students or other persons were unable to access the spaces upstairs for therapy or meetings, we would move these into our downstairs spaces. Doors have handles at the top and at the bottom and some people may not be able to open the doors due their own needs. There is a wide gate to allow access to the garden and the garden is accessible to all.

Access to Information

All information issued by the school aims to be user friendly and is shared via newsletters, letters, email's and other forms of communication.

We encourage parents and professionals to take up the offer of having communications sent to them electronically as a way of reducing our carbon footprint.

Commented [NE2]: @Hannah Bicknell (Executive Assistant to CEO) Hi Hannah, I noticed that this is now out of date for Horizons' three sites, is this able to be updated?

The school will provide information in alternative formats when required or requested. We will regularly provide information via email and text message to those that can access in this way.

Associated policies and plans

This plan should be read in conjunction with other relevant documents including

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

ANNEX 1 – HORIZONS ALTERNATIVE PROVISION ACADEMY – ACCESSIBILITY PLAN

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Horizons AP Academy offers a differentiated and personalised curriculum for all pupils and the curriculum is reviewed to ensure it meets the needs of all pupils. Most students attend small classes (max 10 pupils), others have a bespoke Individual Learning Programme designed around their needs and interests. Appropriate and accessible enrichment activities may be offered to help develop self-regulation and wellbeing and to enhance cultural capital opportunities.	To develop bespoke and individualised curriculum to meet the needs of all our students. To ensure the curriculum offers appropriate pathways and next steps.	Regular review of the curriculum. Annual consultation with students and staff.	Curriculum Lead SENDCo	Ongoing Annually	Broad and balanced curriculum that meets the needs of all students

The curriculum focus is on behaviour for learning, aspiration, and independence. 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. Access to careers and work experience are key elements of learning at KS4 and all pupils are supported with preparation for work and college. Accessible opportunities to experience interviews, write CVs and visit work establishments are provided as well as appropriate support and assistance for when students are transitioning to other settings or pathways	To introduce vocational courses to prepare students for next steps	Access regular CPD opportunities and visit other similar settings.	All staff	Ongoing	
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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • On site parking bays available if required • Disabled toilets and changing facilities	To ensure all students can access the separate centre no matter what their need	Regularly review the changing needs of our students and make reasonable adjustments accordingly. Making use of Occupational Therapists as required	SLT	Ongoing	The school will be accessible to all and will have the relevant equipment and planning to meet student's needs.
Improve the delivery of information to pupils with a disability	Our school can offer a range of communication methods to ensure information is accessible, if required. This includes and is not limited to: • Internal signage Large print resources	To ensure all printed material is available in different manners, such as large print text, to those who require it.	SENDCo to work with school staff and students to identify what is required and plan accordingly		Ongoing	The school will have a range of resources available to meet the variety of needs for our students Systems will be in place to ensure the required items are requested and obtained.
Ensure students are able to access school examinations	SENDCo identify access arrangement needs and ensure the application of the correct access arrangements with a high success rate at application with support from the Exams Officer.	To ensure access arrangements are in place for all students as part of all ongoing assessments and exams	Regular meetings to take place with the SENDCo and staff to ensure awareness off examinations and tests. Ensure regular training for Staff to	SENDCo	Ongoing	Students will have appropriate access arrangements to be able to successfully access examinations. Staff will feel confident in supporting these students.

		To implement a robust baseline testing programme to ensure all needs are identified. Sufficient JCQ paperwork to be submitted in a timely manner.	ensure they are aware of how to effectively support a student with a concession during an exam. Testing data to be collated, monitored and regularly updated.			
			To be kept, with data relating to applying for exam concessions on it. Students to be tested upon entry to school and all areas and not just reading and maths.	SEN Manager Subject Leads SEN Manager Subject Leads		

Ensure training is provided to staff who are working with those with individual conditions	Training is provided to all staff on various aspects of SEN needs and CPD is available both internally and externally through MEI and external providers.	To ensure staff working with a student with a specific condition feel empowered to effectively support them appropriately, including students with medical conditions.	Staff training recorded appropriately. An accurate SEN register to be kept by SENDCo to identify training requirements with support from SLT and School Improvement Director of SEND.	SENDCo SLT All Staff working with Students	Ongoing and as Required	Improve the educational outcomes of pupils with additional needs, enabling access to a curriculum that suits the student. Staff will have specific skills to work with these students
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ANNEX 2 - PHYSICAL ACCESSIBILITY PLANS

Cranbury Road and College Road Physical Accessibility Plan

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by	
Number of storeys	College Road (Primary) – Downstairs - Classrooms, home room and reception office Upstairs - offices, classroom and therapy Room Cranbury Road (Secondary) – One floor	Primary – Regular review of the ability of staff to be able to access offices upstairs. Risk assessments in place as required.	Primary Lead	Ongoing	
Corridor access	Primary – Narrow corridors Secondary – Good with wide corridors.	Primary site is not fit for purpose, those in a wheelchair would struggle. Access would need to be via the home room and through the garden. No adaptations can be made and will need to be reviewed on a case-by-case basis A more accessible site is currently being sought Cranbury Road – Access to terrapins and	Primary Team Secondary Team	Ongoing	

		vocational hub would be via the carpark gate.		
Lifts	Primary - No lifts Cranbury Road – No lifts	No Action Required	N/A	N/A
Parking bays	Primary – None – on road parking. Driveway available if required Cranbury Road – On road parking. Parking inside compound could be available.	Primary – there is a small drive that can be used as a parking space as required. Ensure cones are available to attempt to reserve spaces outside of building if needed. Review of surroundings of driveway required to ensure that it is accessible for disabled drivers Courtyard – parking can be made available on site next to the minibuses if required, however this would be within access to students.	All Primary staff Site Manager Site Manager	Ongoing
Entrances	Primary – Entrance through narrow front door. Side gate into back garden leading to back door with a step. Cranbury Road – access to the	Site review to be completed on other entrances to the main building, potential premises planning for accessibility conversions.	School Business Manager Site	Ongoing

	main building through a metal gate then the front reception door on flat level. Level access to the terrapins or the vocational hub is through the Kensington Road gate or through the courtyard gate from the Cranbury Road side.		Manager	As required	
Ramps	Primary – Narrow ramp at main entrance, Ramp at home room entrance Cranbury Road – no ramps	Site review to be completed on other entrances to the main building, potential premises planning for accessibility conversions.	School Business Manager Site Manager	Ongoing	
Toilets	Primary – Children's toilets, staff toilet down and upstairs, disabled toilet downstairs Cranbury Road – Disabled Toilet, Staff Toilet, Student Toilets	No Action Required	N/A	N/A	
Reception area	Primary – Yes, narrow and second door may need to be left open for wider access Cranbury Road – Yes and accessible	No Action Required	N/A	N/A	

Internal signage	On all sites	Ensure signs are all up to date and placed appropriately	Site Manager	On going
Emergency escape routes	Primary – Accessible there is a fire exit in the home room and another next to the toilet, that is accessible for those in a wheelchair. Cranbury Road – Main building to use exit via the front reception. Terrapin and vocational hub accessible to fire assembly point.	Ensure Risk Assessments and PEEPs are completed for individual people entering the building to ensure their safety. Ensure all exits remain clear at all times.	School Business Manager Site manager All staff	Ongoing

Great Hollands Primary School Physical Accessibility Plan

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
Progressive planned improvements to the physical environment of the school to improve accessibility	- Trust audit tool - Signage around school and in classrooms - Specialist furniture and resources	- Review site audit to highlight areas of improvement - Classroom environment clearly labelled and organised - Replace blinds in classrooms to minimise light interference - Reduce potential sensory overload by minimising use of lots of different coloured backing paper in one area	Persons with a disability	- Audit (Jan 25) - Other work is ongoing	- Complete audit and plan of work developed - Classrooms and wider school environment have effective signage that is accessible to all - Replacement of blinds - When identified, resources and specialist furniture purchased - Consistent use of hessian board backing and black borders in all learning areas to minimise sensory overload	- School Business Manager - Headteacher
All persons within the school environment are able to exit easily in the	- Evacuation plan - Health & Safety audit - PEEP	Persons who may have difficulty leaving the building in an emergency are identified and PEEP written	Persons with a disability	- Reviewed annually - Adjustments made for mid year	PEEPs written and relevant staff informed	- School Business Manager - Inclusion Manager

event of an emergency				starters as required		
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ANNEX 3 - PROVISION OF INFORMATION PLAN

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
Improve the methods of communication available to SEND students and their parents so that it is accessible	Alternative platforms for information Brom Com AI	- Improved provision of information in different formats - Identify providers of 'translation' services - Information about the school available online or in large print on request - Signpost parents to IASS details	Pupils and parent with SEND	Ongoing	- Pupils and parents able to access information in different formats - Regular SEND updates in parent newsletter	Headteacher SENDCo

ANNEX 4 - PREVENTING AND DEALING WITH DISCRIMINATION PLAN

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
Discrimination, harassment, and victimisation on the grounds of protected characteristics will be minimal and dealt with effectively if they do occur.	• MET Resources • MET Network Group • School Behaviour policy • Trust policy • National College Training • CPD and face-to-face training	• Equality awareness is raised through: ○ information on the website ○ training during induction and the annual Safeguarding training • Equalities Training: ○ in the Staff Handbook ○ in the Home School Partnership Agreement • PSHE curriculum ensures that all year groups receive Equalities education and that there is progression from Year R to Year 11 • Anti-bullying week activities	All stakeholders	Ongoing	• Rates of bullying and discrimination, harassment and victimisation based on protected characteristics continue to fall • Staff, parent and pupil survey to highlight any areas of improvement • Review staff handbook	• Deputy Headteacher • Headteacher • SAB

		• Anti-bullying assemblies and tutor work throughout the year provides information and knowledge to students • Rates of bullying and discrimination, harassment and victimisation based on protected characteristics are minimal • Parent, student and staff surveys				
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