**Policy Name:** **Accessibility Plan** **Date: June 2026**

## Introduction

This Accessibility Plan has been produced in accordance with the **Equality Act 2010**, **Part 3** of the '**Children and Families Act 2014'** and the '**Special Educational Needs and Disability Regulations, 2014.**

The Equality Act defines disability as:
'A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'

Many pupils with Special Educational Needs and Disabilities (SEND) will also meet this definition, although not all pupils with SEND are disabled under the Act.
Imberhorne School is committed to creating an inclusive environment where every pupil is able to participate fully in school life.

The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty.

## Information from student data and school audit

At present (June 2026) there are 218 students on the SEN register, 171 of these are registered as SEN Support and 47 have EHCPs. Our SEND cohort includes pupils with, communication and interaction needs; cognition and learning needs; social emotional and mental health needs; sensory physical needs; and medical conditions. In addition to this we occasionally have other students who have temporary mobility issues (usually linked to injuries such as leg breaks etc).

**Site specific information – accessing the curriculum**

Imberhorne school operates across two sites.

**Imberhorne Lane Site:**
The Upper School contains several two storey teaching blocks connected by staircases, these building house, Science, English and Technology.

Accessibility Arrangements include:

- Curriculum planning ensures pupils with mobility needs are taught in accessible classrooms;
- Science and English can be taught in ground floors classrooms
- There is a lift to provide access to the 6th Form, with push button automatic doors at ground floor level.
- There are ramps to enter and exit the main building as well as the main school hall.
- Accessible toilet

The only specialist classrooms that are accessed upstairs at Imberhorne Lane are Food Technology.

**Windmill Lane Site:**
Accessibility Arrangements include:

- Accessible routes around the school
- Ramp access to buildings
- Accessible toilet
- Stair lift to access the stairs
- Whilst there are two science classrooms upstairs there are also two ground floor science classrooms

Whilst there are two subject blocks that are only accessed via stairs which are Music and RE, however we do have an accessible music room and RE can be accessed via our ground floor teaching classrooms.

Corridors on both sites are quite narrow and easily congested; care must be taken with vulnerable students or adults in these areas at busy lesson change-over times. If we have a particular concern regarding an individual's ability to manage these spaces at busy times, we arrange for them to travel slightly earlier than the main student body.

**Information sharing**

Effective communication is essential to ensuring pupils receive appropriate support.
The school will:

- Brief staff annually on key accessibility, medical and SEND information
- Provide ongoing updates where pupils needs change
- Ensure relevant staff receive training where necessary
- Maintain Individual Health Care Plans and emergency procedures where required
- Ensure reasonable adjustments are communicated to all relevant staff

Students with disabilities and/or significant medical conditions have their attendance and punctuality monitored in the same way that all students do. Where their disability or medical condition creates particular difficulties meaning that achieving the same level of attendance or punctuality expected of all students is unreasonable, individualised attendance targets will be agreed. This discussion will involve the students and their parents/carers.

**Support and adjustments**

The school will make all reasonable adjustments where appropriate, to ensure that students with disabilities or significant medical conditions can attend and participate in extracurricular activities. If participation in an extracurricular activity may create a significant risk for the student and/or staff participating in the activity the school will not be able to support their participation.

The academic progress of students with disabilities or significant medical conditions will be monitored in the same way that we monitor all students. If this creates an unreasonable expectation individual targets will be agreed with the students and their parents/carers.

We endeavour to ensure all students, regardless of their circumstances, have equal access to the curriculum. For almost all areas of the curriculum we can accommodate students with disabilities and take this into account when timetabling students with disabilities into teaching rooms.

**The school has set the following priorities for the development of information and data to support the school's accessibility plan:**

- The school has devised a policy aimed at supporting students with medical conditions, this outlines procedures and practices for the school and staff
- The school has also drafted an Individual Health Care Plan for these students which ensures good communication about their conditions.

**Ensuring consultation of appropriate stakeholders**

- As part of the school's commitment to supporting students with disabilities and significant medical conditions we will consult with students and their parents/carers annually when reviewing our guidance.

**Increasing the extent to which disabled students can participate in the school curriculum**

- All staff are trained and aware of how to include students with SEND, this is embedded within our induction programme for new staff
- The SEND department provide advice and guidance to all staff on how to best adapt teaching for students who experience difficulty accessing the curriculum
- The school work in close partnership with our feeder primary schools, SENCO/Inclusion meetings ensure good levels of communication between schools and prior to transition vulnerable students have specially arranged visits to the school to help them settle and feel supported
- Learning Support Assistants are deployed carefully to best support the learning and progress of all vulnerable students.

**Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:**

- A new music building that is accessible will be built to replace the current music building that Is not accessible.

**Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:**

- If necessary, information about timetables, hand-outs in lessons and information about school events will be provided in a more accessible format. This may include enlarging font or providing pictures/symbols.