



## Accessibility Plan - 2025-26

At Up Holland High School, our vision is to improve outcomes for all and for every student to enjoy and succeed in the school, regardless of their starting point or background.

We aim to:

- develop well rounded individuals that demonstrate greater resilience, determination and strength of character,
- equip students with the skills required to access increased opportunities and enhance their life chances,
- insist on high expectations and challenge for all,
- Develop an aspirational school community, which engages all parents and guardians.

The purpose of this plan is to outline the accessibility within the areas of physical environment, curriculum and the written information provided in relation to Up Holland High School, in accordance with the Equality Act 2010. It complements our Equality and Health and Safety Policies. It will be shared across the school community (with staff, students, Parents and Carers) and with stakeholders within the local community as well as across the Local Authority

This Accessibility Plan supports our students/staff/visitors with a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

This plan will be renewed annually, when training needs will also be identified and arranged as appropriate.

Concerns or complaints

In the first instance, a senior member of staff should be contacted. If issues or concerns remain unresolved, these should be raised in accordance with the academy's complaints procedures.

Section 2: Aims and objectives Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for students with a disability	Review of equipment, resources, hardware and software. Review of curriculum outcomes/ course requirements Individual learning pathways identified where appropriate.	No barriers to exist, which may bar a student(s) from accessing all aspects of Curriculum	Equipment to be purchased as necessary. Pathways to be as facilitated as appropriate. Support requirements to be identified and timetabled as required	SENDCO DHT HOY Progress Leaders	Annual	All Barriers removed

<p>Improve and maintain access to the physical environment</p>	<p>Reviews of access to building general and specialist learning areas. Establishing and developing relationships with medical, Speech and Language Therapists and other agencies.</p>	<p>Ensure no physical barriers exist to including during any building works</p>	<p>Work to be completed as fund allow. All new works to be fully DDA compliant</p>	<p>Operations Manager Headteacher Site Supervisors</p>	<p>Ongoing as required</p>	<p>Accessibility to all areas of school to be increased if any refurbishments work take place.</p>
<p>Improve the delivery of written information to students</p>	<p>Review and assessment of individual needs on intake. Use of specialist communication technology.</p>	<p>To ensure that all students have access to alternative formats of information when required</p>	<p>Information format to be reviewed and format to be considered</p>	<p>ICT Support Team SENDCO Director of Safeguarding</p>	<p>Ongoing</p>	<p>All young people to have equal access to all information being made available through the Academy</p>

Access to wider curriculum	Increase participation in after school activities Liaise with supported transport to facilitate after school clubs and boosters. Encourage student and parental engagement with trips and visits	Percentage take up of activities to be same across all sub groups within school, including SEN and those young people with a disability	Annual review, activities to be undertaken to ensure take up take place each term by staff	AAHT Progress Leaders SENDCO	Annually	Percentage take up of activities to be same across all sub groups within school including SEN and those young people with a disability
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### Section 3: Access Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete by
Number of Storeys	One storey building with 2 Storey Maths and MFL Blocks	Consideration is taken over accessibility when timetabling students to upstairs rooms and as appropriate rooms are changed to accommodate student requirements	HOY AHT Timetabler	Each Academic Year /if Student access requirements change
Lifts	To Access Maths Building Upstairs	Servicing as appropriate	Site Staff	Ongoing /Annually
Parking Bays	Clearly marked at rear and front entrances	None at this time	Site Staff	Annual check of markings
Entrances	Access is provided at all main entrances to the school	None at this time	Site Staff	Ongoing

	Numerous changes in heights exist around school	Ramp access available	Office Manger to let Site Staff	As required
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Toilets	Disabled facilities are available	Facilities recently refurbished /	Operations Manager	Ongoing
Reception Areas	Accessible with low level reception desk	None at this time	Office Manager	Ongoing
Internal Signage	Clear. All visitors are escorted in accordance with our safeguarding policy	To be reviewed on an ongoing basis.	Site Staff	Ongoing
Emergency Evacuation Routes	Practiced when students with disability on roll. Site Staff/named professional had training in procedures	Training to be renewed as appropriate	Site Staff	Annually
Emergency Evacuation Procedures	Students with hearing/visual impairment/mobility difficulties	Checks to be made by identified members of staff on their safe evacuation	SPMS PD Tutor LSA	Annually or any new admissions/diagnosis as appropriate