

# **Hambleton & Richmondshire Pupil Referral Service**



## **Sunbeck PRS Accessibility Plan**

**Ratified: November 2024**

**Review Date: November 2027**

**Pending Ratification by Management Committee**

# Hambleton and Richmondshire Pupil Referral Service

## Accessibility Plan

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## 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 Sunbeck Centre has a community ethos of pride, respect and safety which is embedded in our curriculum and pastoral learning. Our building allows full access to pupils with disabilities and all service users. Pupils who attend The Sunbeck Centre are supported to fully participate in our community.

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 Sunbeck Centre supports any available partnerships to develop and implement the plan, including working with our partner schools, multi-agencies and the Local Authority

The Sunbeck Centre complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and the Management Committee.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>Short term objective:</p> <ul style="list-style-type: none"> <li>• Curriculum resources include examples of people with disabilities.</li> </ul> <p>Medium term objective:</p> <p>Include pupil voice in evaluating the progress they make over time and the ways in which their needs have been addressed.</p> <p>Long term objective:</p> <p>Develop a robust curriculum review process that is embedded in the</p>	<p>Subject teachers to review resources and include representation of people with disabilities.</p> <p>Pupil Survey and voice activities to be planned throughout the academic year.</p> <p>SLT to work with the Management Committee to write a monitoring schedule that includes curriculum review and</p>	<p>SLT</p> <p>Careers &amp; Guidance Lead</p> <p>SLT Management Committee</p>	<p>October 2025</p> <p>April 2025</p> <p>Plan to be written by Feb 2025</p> <p>Implementation in April 2025</p> <p>Evaluation July</p>	<p>All subject areas will have resources that represent a wide range of society.</p> <p>Pupils at The Sunbeck Centre will feel valued and included in their learning.</p> <p>Pupils needs and access requirements are fully embedded and reviewed as part of the Centre's</p>

		monitoring cycle of The Sunbeck Centre.	inclusion.		2025	monitoring cycle. Sunbeck Centre staff maintain reflective practice and ensure needs are met.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities with hoist fitted</li> <li>• Door release buttons are at an appropriate height</li> <li>• Single level building with no internal steps.</li> </ul>	<p>Short term objective</p> <p>Improve the tidiness of the catering facilities.</p> <p>Long term objective:</p> <p>Work with the LA to look at ways to improve the outdoor environment</p>	<ul style="list-style-type: none"> <li>• Tidy the area around the lowered surface in the catering room.</li> </ul> <p>Maintain as an item for discussion with the Management Committee.</p>	<p>Catering instructor / Caretaker</p> <p>Head teacher and Chair of Management Committee.</p>	<p>January 2025</p> <p>July 2025</p>	<p>Storage capacity reviewed, revised and cleared of anything no longer needed.</p> <p>Better facilities for outdoor space are available for all pupils.</p>
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> <li>• The staff at The Sunbeck Centre are trained in understanding the SEND needs of pupils.</li> <li>• All pupils with additional needs have and individual learning plan.</li> <li>• Lesson planning includes any adaptations and differentiated resources required to meet the needs of all pupils.</li> <li>• SENCO liaises with partner schools and</li> </ul>	<p>Medium term objective:</p> <p>All staff to ensure that assessment and feedback is given in appropriate forms for all pupils.</p>	<p>SLT to create a marking assessment and feedback policy.</p>	<p>SLT Management Committee Link Member</p>	<p>January 2025</p>	<p>Marking feedback and assessment policy is created as appropriate and ratified by the Management Committee.</p>

	<p>parents to share information and pupil's individual learning needs on transition.</p> <ul style="list-style-type: none"><li>• Access arrangements are assessed and put in place for all pupils taking examinations.</li></ul>					
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## **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 Sunbeck Centre Management Committee.

## **5. 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
- Supporting pupils with medical conditions policy