



Accessibility Strategy 2026-2029

Approved On/By:	Finance, Staffing and Premises 8 th July 2026
Last Reviewed On:	2 nd June 2026
Next Review Due By:	Full Governing Body meeting – Summer Term 2027
Monitoring & Review:	Annually
Staff Member(s) Responsible:	S Butt and S Farren

ACCESSIBILITY STRATEGY 2026-2029

1. Introduction

Hodge Hill College is committed to providing a fully inclusive environment that values equality, diversity and the dignity of all individuals. The school aims to ensure that all pupils, staff, parents and visitors, including those with disabilities, can access and participate fully in school life.

This Accessibility Plan is prepared in accordance with the requirements of the **Equality Act 2010 (Schedule 10)** and the **SEND Code of Practice (2015)**. It sets out the school's approach to improving accessibility over time

2. Equality Act 2010 Duties

The school recognises its duties under the Equality Act 2010 to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity for disabled pupils
- Foster good relations between those with and without disabilities

In particular, the school will:

- Not treat disabled pupils less favourably
- Make **reasonable adjustments**, including the provision of auxiliary aids and services
- Take an **anticipatory approach** to removing barriers to access
- Ensure disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils

3. SEND Code of Practice Alignment

This Accessibility Plan should be read alongside:

- SEND Policy
- SEND Information Report
- Equality Policy

The school follows the principles of the SEND Code of Practice by:

- Ensuring early identification and support for pupils with SEND
- Applying a **graduated approach (Assess–Plan–Do–Review)**
- Enabling access to a broad and balanced curriculum
- Promoting inclusive practice across all areas of school life

4. Definition of Disability

In accordance with the Equality Act 2010, a person is considered disabled if they have:

A physical or mental impairment

Which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

5. Aims of the Accessibility Plan

This plan aims to improve access to education by:

1. Increasing access to the curriculum
2. Improving the physical environment
3. Improving the availability of accessible information

6. Roles and Responsibilities

Governing Body

- Approves and monitors the Accessibility Plan
- Ensures statutory compliance

Headteacher

- Overall responsibility for implementation
- Ensures inclusive ethos across the school

Assistant Headteacher SENCO

- Leads on curriculum access and SEND provision
- Supports staff in meeting pupil needs

Operations Business Manager

- Oversees physical accessibility of the site
- Leads on capital planning and adjustments

All Staff

- Implement inclusive practice
- Make reasonable adjustments in teaching and support

Progress will be reported to governors at least annually.

7. Current Accessibility Arrangements (Summary)

The school has implemented a range of measures, including:

- Step-free access to key areas where reasonably practicable
- Accessible reception facilities
- Accessible toilet provision
- Re-rooming of lessons where required
- Availability of adaptable furniture and equipment

The school recognises that due to the nature of the site and buildings, some areas present challenges, which are addressed through reasonable adjustments and planning.

8. Accessibility Plan (2026–2029)

8.1 Access to the Curriculum

Action	Lead	Timescale	Success Criteria
Ensure all pupils access a broad and balanced curriculum	AHT SENCO	Ongoing	No pupil disadvantaged due to disability
Embed graduated response across departments	AHT SENCO	Ongoing	Evidence in SEN reviews and progress data
Staff training on inclusive teaching strategies	SLT/AHT SENCO	Annual	Staff demonstrate inclusive practice
Ensure reasonable adjustments in assessments/exams	AHT SENCO/ Data and Exams Manager	Ongoing	Access arrangements in place

8.2 Physical Environment

Action	Lead	Timescale	Success Criteria
Review site accessibility annually	OBM	Annual	Identified improvements logged
Improve signage and wayfinding	OBM	2026–2027	Clear navigation across site
Maintain accessible routes and facilities	Site Team	Ongoing	Safe and usable access
Explore feasibility of improving vertical access	SBM/Governors	Within plan period	Options reviewed and recorded

8.3 Access to Information

Action	Lead	Timescale	Success Criteria
Provide information in alternative formats on request	Admin Team	Ongoing	Requests met within reasonable timeframe
Ensure website meets accessibility standards	SBM/Senior Office & Communications Manager	Ongoing	Website compliant with accessibility guidance
Improve communication with parents/carers	SLT/Admin	Ongoing	Clear, accessible communication

9. Monitoring and Review

- The Accessibility Plan will be **reviewed annually**
- A **full review will take place every three years**
- Progress will be reported to the Governing Body

10. Approval and Review Dates

- **Plan adopted:** 8th July 2026
- **Next full review:** Summer Term 2029
- **Review frequency:** Every 3 years

11. Linked Policies and Documents

- SEND Policy
- SEND Information Report
- Equality Policy
- Health and Safety Policy

Appendix 1

Accessibility Measures in place

- The school entrance is wheelchair accessible with level paths or better than 1:20 gradients to the East and West buildings
- Level access has been provided to as many areas as can reasonably be made accessible within the constraints of the existing buildings
- The school reception area has a lower section for wheelchairs users.
- Limited, dedicated disabled parking is available at the front of the West Building adjacent to the reception entrance.
- Via a pass system, we provide a secure and convenient drop off point for disabled pupils.
- The school is located on a sloping site with a gentle gradient to the playing field and a more significant drop in height from the front of the West Building through to the English Block and into the East Building which necessitates steps at key changes in level
- West Building has a lift installed providing access to science, MFL, and to some humanities classrooms. At present there is no lift access to the upper floor of East building.
- These measures mean that the majority of curriculum areas plus both dining areas and both halls are accessible to pupils with mobility issues without necessitating re-rooming of lessons/activities.
- The dining halls are level and fully accessible to all pupils but are subject to the challenges posed by the external gradients in terms of access.

- Maths, Technology, aspects of Inclusion and Humanities can be accommodated as required by re-rooming lessons.
- Disabled WC's are available within both the West and East buildings.
- The school holds sufficient reserves to allow the purchase of height adjustable pupil furniture in every subject area in a timely manner as warranted.
- All doors on main circulation routes in the buildings are held-open on magnetic catches to ease access.