



<b>BELIEVE</b>	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
<b>GROW</b>	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
<b>SUCCEED</b>	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS



# Accessibility Plan Policy



Version 10.21

## Document Control

Date	Version	Author	Notes
Oct 2021	10.21	R Simpson	



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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 school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

Our school's 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 Governors.

## 2. Legislation and Guidance

This plan is designed to meet the requirements of schedule 10 of the Equality Act 2010, and the Department for Education 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.

The Special Educational Needs and Disability Code of Practice states that, '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.

As a school we 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 - Curriculum

AIM	CURRENT PRACTICE	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 bespoke curriculum for all pupils</li> <li>• Resources are tailored to the needs of pupils who require support to access the curriculum</li> <li>• Pupils have access to the equipment they need to be able to fully access the curriculum</li> <li>• Curriculum progress is tracked for all pupils</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>Classroom environments are planned to meet the needs of all pupils</p> <p>Suitable equipment is available so all pupils can access lessons</p>	To look at classrooms and make sure they are accessible to all pupils	Site manager/SENCo	October 2021	All class rooms evaluated, and are accessible to all.
			Audit of curriculum to ensure all needs are met by having access to suitable resources e.g. Sloping boards, pencil grips, suitable scissors, accessible texts, coloured overlays, books wit coloured paper. Laptops	Individual Departments	Ongoing	All pupils can access all lessons
			Ensure resources are purchased	Departments		Pupils with specific learning difficulties can more fully access the curriculum
			Staff training in disability awareness	SENCo		All pupils can access the curriculum
			Advice and support from LA services	SLT		
			Audit of resources to ensure future purchases reflect range of disabilities.	SENCo		
				Lit. Coordinator		Range of suitable books
				All Staff		Books promoting positive images of disability



AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p> <p>School site accessible to all</p> <p>Appropriate seating for pupils with physical disability</p>	<p>Environmental adaptations Include</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Wide Corridors</li> <li>• Wide Doors</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing room</li> <li>• Seating provided in conjunction with OT service</li> </ul>	<p>There is no restriction on access to any part of the school</p> <p>Pupils can access all lessons</p>	<p>Regular accessibility checks</p> <p>SENCo to work with OT services to ensure all equipment needed is available.</p> <p>Regular reviews of specialist chairs to ensure they are fit for purpose.</p>	<p>Site Manager/SENCo.</p> <p>SENCo. / OT services</p> <p>OT services</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Site accessible to all.</p> <p>Pupils have suitable seating</p> <p>Pupils have full access to the school site</p>



AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to parents and pupils with a disability</p>	<p>A range of communication methods are used in school and for home school communication</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> <li>• Specialized hearing aids</li> </ul>	<p>Ensure all communication needs being met for both Parents/Carers and pupils</p>	<p>Review methods of communication and ensure all needs are being met. Parental survey.</p>	<p>SLT/SENCo.</p>	<p>April 2022</p>	<p>Robust methods of communication in place to support all.</p>
<p>All appropriate staff are aware of any Physical, sensory, medical, and mental health needs of pupils they teach.</p>	<p>Available to relevant staff</p> <ul style="list-style-type: none"> <li>• Profiles</li> <li>• Passports</li> <li>• Care Plans</li> </ul>	<p>All staff aware of the needs of the pupils they teach or are in their form.</p>	<p>Audit of needs, care plans and medical needs.</p> <p>Profiles completed for all pupils who need one.</p> <p>Profiles accessible to staff.</p>	<p>SENCo./Inclusion Team</p>	<p>April 2022</p>	<p>All pupils receiving the support they need.</p>



## 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 Governing Body of the school.

## 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
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

