

# Accessibility policy

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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.

Our school's accessibility plans aim to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life, as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school. Our school recognises the need to provide adequate resources for implementing plans and will regularly review them.
- Improve awareness of Equality and Inclusion for all stakeholders

The plan will be made available online on the school website, and paper copies, large print, Braille and audio copy should be made available on 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 school supports any available partnerships to develop and implement the plan.

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.

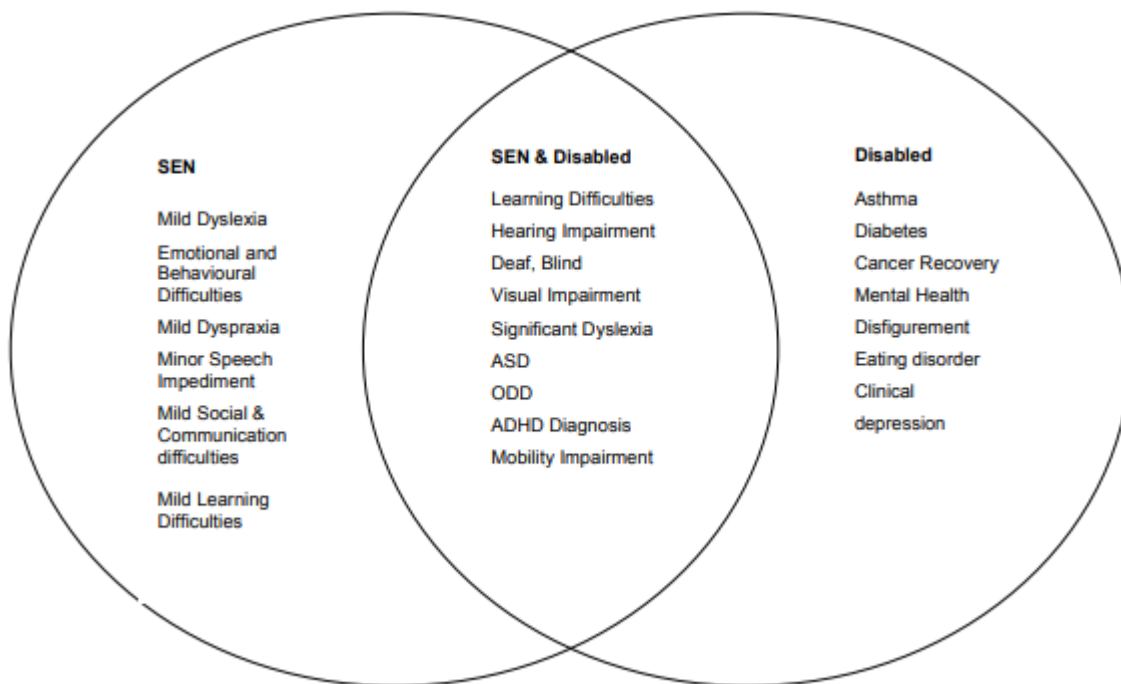
We have included a range of stakeholders in the development of this accessibility plan, including

- Current students with disabilities
- Vice principal's - Pastoral Team and Site Co-ordination
- Site Team manager – responsible for site maintenance and development
- Medical first aiders with responsibility for IHPs
- SENDCO

The school's SEN and Medical registers will be used to identify students who meet the broadened criteria of disability using the following broad areas of need:

- Communication and Interaction,
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs.

Personnel records will provide the same information about staff.



## 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.

This policy complies with our funding agreement and articles of association

### 3 Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### Accessibility Planning

There are three strands to the accessibility planning:

**Increasing access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

The school will continue to seek and follow the advice of LA services, such as specialist support services and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

**Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**Improve the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### 3.1 Access plan

**Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with new parents to review intake for Sept 2024.	To identify pupils who may need additional to or different provision for Sept 2024 intake.	Sept 2024.	Principal Vice principal SENDCo.	Procedures/equipment/ ideas set in place by Sept 2024.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing.	Principal Trustee Board. Inclusion Team	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma or epilepsy.	To ensure collaboration between all key personnel.	Ongoing.	Principal. SENDCO. Outside agencies.	Clear collaborative working approach.
	Raise attainment and narrow any gaps in attainment that may exist.	Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents.	Termly.	Principal SENDCO. Teacher. Parents.	Progress made towards SEN targets. Assessment shows clear steps and progress made.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEN pupils.	SENDCO/Class Teacher meetings/Pupil Progress. Scrutiny of assessment system. Regular liaison with parents.	Termly.	Class Teachers. SLT	Progress made towards SEN targets. Outside agencies supporting pupils where required.
	Opportunities for children to see positive role models with disabilities.	Visitors into school. Continued purchase of materials which portray positive images of people with disabilities.	Ongoing.	SLT. Teachers.	Resources are easily visible. Planning shows consideration of possible visitors to school. Positive attitudes towards those with disabilities and towards principles of inclusion.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long-term targets annually.	See above.	Annually.	SLT. Trustees	All children making good progress.
	To deliver findings to the Trustees Board.		Regularly SEN Trustee & SENDCO / Inclusion team meetings.	SENDCO/ Inclusion team/ SEN Trustee	Trustees fully informed about SEN provision and progress.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes and more accessible facilities and fittings.	Ongoing.	SLT.	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children.	Colourful, lively, accessible displays in classrooms and inviting role play areas in primary.	Ongoing.	Teaching and non-teaching staff.	Lively and inviting environment main trained.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Constantly reviewed.	Principal SENDCO. Medical Lead	Medical needs are met
	Ensuring disabled parents have every opportunity to be involved.	Utilise accessibility parking spaces for disabled parents to drop off and collect children. Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identify the access requirements of disabled parents	Constantly reviewed.	Site Manager Whole school team.	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	Pupils with medical needs are fully supported.	Review Managing Medicines Policy.	2021-24.	Principal Inclusion Team Medical Leads School Nurse.	Reviewed policy is approved and in place.
	All educational visits, including residential, to be accessible to all.	Through planning, including advance visits to ensure each new venue is vetted for appropriateness.	As required.	Trip Leader Inclusion Team SEN Trustee	Risk Assessment completed. All pupils in school able to access all education visits and take part in a range of activities. Risk Assessments are submitted to Trustees.
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Continue to develop playgrounds and facilities.	Look for funding opportunities.	Ongoing.	Whole school approach.	Inclusive child-friendly play areas
	To ensure driveways, roads, paths around school are as safe as possible.	Communication with parents via safety messages/letters/text.	Ongoing.	Site Manager SLT.	No accidents.
	Pupils with medical needs are fully supported.	Provide training in use of Epi-Pen (when there is a child in school for whom this is relevant), administering medicines and use of asthma inhalers.	Annually.	Inclusion Team Medical Coordinator	100% of employees are first aid trained.
Emergency and evacuation systems are fitted with a visual component, all through.	Look for funding opportunities.	Ongoing.	Site Manager SLT.	The school will have visual signal to enable hearing impaired children to be made aware of fire/evacuation alarm. Physical accessibility of school increased.	

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To ensure all children with a disability, including those who have a visual impairment, ASD, or epilepsy have access to the curriculum, through adaptation and personalisation	Regular parental communication. First Quality Teaching / High Quality Teaching strategies Pupil profiles in Secondary are distributed for consistency of support	Ongoing.	All staff to be aware.	All children, regardless of a disability, will be able to access curriculum. Barriers to learning have been significantly reduced and where possible removed, for children with a disability, to create a low arousal but friendly, accessible and inviting working environment.
	Personal Emergency Evacuation Plans are prepared for disabled and vulnerable students to ensure their needs are appropriately supported during evacuation/lockdown procedures	PEEPs are written with specialist support, where available	Autumn term 24	Inclusion Leaders SENDCo	Vulnerable students' needs are supported. This barrier to evacuation/lockdown is minimised, so students are not distressed and are able to complete the action, with reduced or diminished physical or cognitive barriers

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities.	Information collected about new children: <ul style="list-style-type: none"> <li>Records are updated on SIMS and passed up to each class teacher.</li> <li>End of year class teacher meetings.</li> <li>Annual EHCP reviews</li> <li>Medical forms updated annually for all children.</li> <li>Personal care plans.</li> <li>Significant health problems – displayed on SIMS.</li> </ul>	Annually.	SENDCO Class teachers. Outside agencies. SLT. Medical Lead Inclusion Leaders	Each teacher/staff member aware of disabilities of children in their classes. Inclusion teams promotes positive awareness of neurodiverse conditions and disabilities e.g. Down Syndrome Awareness Day, Autism Awareness Week.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG TERM</b>	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/protected)	Record keeping system to be reviewed.	Continual review and improvement.	Principal Data Manager.	Effective communication of information about disabilities throughout school.

## 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 trustee board

## 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
- SEND policy
- Supporting pupils with medical conditions policy
- Access arrangements policy