



# Accessibility Plan

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Legislation	Equality Act 2010, Disability Discrimination Regulations 2005

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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 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 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.

## 2. LEGISLATION & 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.

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	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	To set up specialist provision for students who are unable to access the curriculum in ALL mainstream lessons	<p>Investigate and resource to provide access and challenge for suitable students.</p> <p>Baseline assess students on entry to the school</p>	Deputy Headteacher responsible for SEND	<p>September 2022</p> <p>October half-term 2022</p>	Provision in place.

<p>Maintain and support access to the physical environment</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts, with disabled pupils provided a lift key</li> <li>• Wide corridors</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>To ensure that all disabled students are able to access mainstream lessons fully.</p>	<p>Investigate and sources resources to provide access and challenge for suitable students.</p> <p>Baseline assess students on entry to the school.</p>	<p>Deputy Headteacher (SEN)</p>	<p>September 2022 (ongoing)</p>	<p>Disabled pupils able to access all mainstream lessons</p>
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	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> </ul>					
All student requirements are currently addressed but the school will continue to assess the needs of any pupil joining the school with a disability to ensure that the delivery of information is amended accordingly.						
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Braille (as needed)</li> <li>Radio microphones</li> <li>Pictorial or symbolic representations</li> </ul>	To ensure that all staff are aware of the need to ensure that information can be fully accessed by a student joining the school with physical and/or sensory needs.	Liaise as necessary with relevant agencies, e.g. occupational therapy, QTVI, hearing service, etc.	SENDCo, Head of Learning Support	September 2022 (and ongoing)	All pupils with physical and/or sensory needs will be able to access school communications and information

#### **4. MONITORING ARRANGEMENTS**

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Deputy Headteacher for SEND.

It will be approved by the Senior Leadership team and Governing body.

#### **5. LINKS WITH OTHER POLICIES**

This accessibility plan is linked to the following policies and documents:

- ❖ Health and safety policy
- ❖ Special educational needs (SEN) information report
- ❖ Supporting pupils with medical conditions policy