



# Accessibility Plan

## Document history

<b>Date</b>	<b>Description</b> [i.e. draft, consultation with staff, approval by Governors, review due]
Jan 2020	Draft to Governing Body Finance and Premises Committee for discussion and approval
Jan 2020	Approved
Jan 2023	Review due

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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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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	Areas for Improvement	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</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>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Improve the identification of pupils for whom there may be unseen barriers to learning eg. Young carers</p>	<p>Devise a confidential, secure system for recording information about pupils which could impact on their ability to access learning</p> <p>Information is used alongside pupil attainment and progress data to identify pupils requiring additional support.</p> <p>Following analysis of need provision in school is developed</p>	<p>Caroline McKay</p> <p>All teaching staff</p> <p>SLT</p>	<p>May 2020</p> <p>July 2020</p> <p>July 2021</p>	<p>Teachers are able to access information about pupils</p> <p>Vulnerable pupils are clearly identified</p> <p>Vulnerable pupils make good progress and attain well.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	<p>External signage for the school is inadequate/unclear</p>	<p>Survey site to identify signage required.</p>	<p>Caroline McKay</p>	<p>March 2020</p>	<p>It is clear to visitors how to gain access to the school and find their way around the</p>

	<ul style="list-style-type: none"> <li>• Ramped or level access to most external doors</li> <li>• Main doors (double) which open automatically</li> <li>• Main reception desk is low enough to be used by wheel chair users</li> <li>• Single story building with no internal level changes</li> <li>• Corridors are wide enough for wheel chair to maneuver easily</li> <li>• Internal doors are double width to allow wheel chair access</li> <li>• Doors have slow closers fitted</li> <li>• Disabled toilets for both pupils and adults, coloured tiling ensure that sanitary ware is easily distinguishable, emergency call systems are fitted and accessible</li> <li>• Disabled parking bays</li> </ul>		<p>Invite quotes from 3 suppliers</p> <p>Budget for works to be carried out</p> <p>Signage installed</p>		<p>May 2020</p> <p>April 2020</p> <p>Sept 2020</p>	school site.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• PECS for pupils with ASD</li> </ul>	Ensure that staff throughout the school have appropriate training to ensure effective communication with pupils	<p>SENCo to audit staff training/skills against the needs of pupils</p> <p>Where gaps in provision are identified staff to undertake relevant training courses.</p>	Frahana Letzelter	<p>September 2020</p> <p>Ongoing</p>	Effective communication ensures that all pupils have full access to the school curriculum.

	<ul style="list-style-type: none"><li>• Visual timetables</li><li>• Cued articulation</li><li>• Makaton</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 Finance and Premises 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

