



Accessibility Plan 2022-2025

Approved by:	Joanne Lyon	Date: 07/04/2022
Last reviewed on:	07/04/2022	
Next review due by:	07/04/2025	

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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 purpose of our academy is for our young people to leave us as confident and adaptable learners who are imaginative, intelligent and independent ready to be responsible, respectful and aspirational members of their community and the wider world.

Be nurtured to thrive, receiving great care and support to overcome any barriers to learning and progress that they may face during their journey through school.

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.

The school supports any available partnerships to develop and implement the plan. The Enquire Learning Trust's Equality plan, states that: "The duty is an anticipatory and continuing one that The Trust owes to all pupils with disabilities whether identified or not, and to those pupils who will be attending in the future. Our academies will seek relevant information regarding newly placed pupils to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new pupils under this Act." It also states: "We expect all staff of the Trust and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this."

The Enquire Learning Trust 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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and Governors and, where appropriate, parents and pupils.

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	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>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Outcomes and actions are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To improve pupils' understanding of disability so they value individuality</p> <p>To improve and support the staff's understanding of ways to increase access to the curriculum for children with disabilities</p>	<p>Ensure curriculum meets the needs of all pupils when reviewed.</p>	<p>Subject leaders All teachers</p>	<p>Sept 2023</p>	<p>The curriculum meets the needs of all children.</p>

AIM	CURRENT GOOD 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>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>To improve access to the kitchen area</p>	<p>Install a further handrail to the outside ramp for the kitchen fire exit.</p> <p>Highlight the start and ends of ramps with either a thick stripe of yellow/white paint or a boldly painted white triangle pointing in the direction of the slope.</p>	<p>JG</p>	<p>Sept 24</p>	<p>Appropriate access is in place.</p> <p>Ramps are highlighted.</p>
		<p>To improve access to the admin area and carpark</p>	<p>Create level access from the disabled parking bay to the reception desk by dropping the kerb where the path meets the car park.</p> <p>Install a hinged / drop-down shelf at an accessible height for a wheelchair user in case they may need to sign any documents, such as the manual signing in register.</p>	<p>JG</p>	<p>Sept 24</p>	<p>There is improves access to the admin area</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			<p>To highlight the start and end of ramps</p> <p>Install a portable hearing loop and clearly display the sign.</p> <p>Provide a seat with high back and arms.</p> <p>Provide suitable signage next to the bell.</p> <p>Lower the bell to a more accessible</p>	JG	Sept 24	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To ensure signage is compliant with equality act 2010</p>	<p>Review internal signage and ensure it is all in both uppercase and lowercase lettering.</p>	<p>teachers</p>	<p>Sept 24</p>	<p>All signage is compliant with equality act 2010</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 reviewed by the Academy Improvement committee and recommended to the Trustees of the Enquire Learning trust for approval.

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
- Administering medicines policy