



ACCESSIBILITY PLAN

May 2019

Review Cycle: 3 Years

Date Agreed by Local Governing Body:

Signed Principal:

Signed Chair of Governing Body

Lyon, Joanne

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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 Vision and Values Statement for school states that children will:

- 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 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.

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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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 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>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>Curriculum resources include examples of people with disabilities. Introduce Jigsaw curriculum</p> <p>Circle Time specifically addressing the disabilities of children in classrooms with their peers</p> <p>Purchasing of further resources for specific disabilities to support better access to the curriculum</p>	<p>All teachers</p> <p>Class teachers where appropriate</p> <p>JL</p>	<p>July 2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>Sept 2019</p>	<p>Increase in visual presence of resources which include people with disabilities as well as race / gender etc</p> <p>Reduction in the need for these specific circle times in KS2 because of the work lower down in school</p> <p>All children with disabilities will have range of resources to ensure full access to the curriculum.</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> <ul style="list-style-type: none"> • Ramps • Corridor and door widths • Disabled parking bays • Disabled toilets • Picnic bench at wheelchair-accessible height • Induction loop in the reception • Provide a high-back chair with arms in reception 	<p>To improve admin, toilet and changing facilities</p>	<p>Because manual door closers are fitted to the doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors.</p> <p>Replace non-compliant taps with push button or lever taps. Replace old cisterns on a rolling maintenance programme.</p> <p>Ensure that at least one pc is accessible to a wheelchair user and provide a high-backed chair with arms in the Library and staff room.</p>	<p>JG</p> <p>JG</p> <p>CA</p>	<p>Dec 2019</p> <p>Dec 2019</p>	<p>All children will have access to adequate lavatory facilities</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Review Internal signage using lower case letters • Large print resources – where necessary • Induction loop- in the admin area 		<p>Review all signage in school and change to lower case</p> <p>Add tactile signage to any new signs</p>	<p>CA/JL</p>	<p>Sept 19</p> <p>April 2019</p> <p>Dec 2019</p>	<p>All signs will be clear and accessible</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 the Local Governing Body and recommended to 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 and policy
- Supporting pupils with medical conditions policy
- Administering medicines policy

Add audit