Accessibility Plan

Document Control

Title	Accessibility Plan
Date	September 2019
Supersedes	All previous policies
Amendments	Policy adapted to reflect new student and staff needs
Related Policies/Guidance	The Policy has been written to comply with the obligations placed on all schools and academies under the Equality Act 2010 to enable access and opportunities for all pupils without discrimination of any kind in accordance with the Equality Act 2010 (Specific Duties) Regulations 2011. References to accessibility considerations appear in a number of school policies. These include*:* • A006 Admissions Policy • S001 Medical Conditions in School Policy • S004 Behaviour Policy • S009 Equality Policy • P006 Recruitment policy • P016 Flexible Working Requests Policy • P020 Disciplinary Policy • C016 Special Educational Needs Policy • S017 Safeguarding Policy
Review	3 years
Author	Zoe Morris
Date consultation completed	
Date adopted by Governing Body	

1. **Aims**

   All 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 students 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 students.

   Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all students 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.

2. **Monitoring arrangements**

   The Accessibility Plan will be reviewed by the SENCO and the lead Governors for SEN on an annual basis.
   This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

3. The school's current Accessibility Plan

Aims	Actions	Outcomes	Time	Lead
Ensure all staff have a clear understanding of their duties and responsibilities to enable students with SEN & Disability	• Undertake regular INSET /CPD on SEND Code and DDA responsibilities. • Ensure appropriate CPD developed for ITT / School Direct / NQT provision. • Implement and effective programme of CPD so that staff are skilled in making appropriate adjustments and adaptations as part of curriculum planning. • In particular, implement effective CPD around development of effective language and comprehension skills so students can have greater access curriculum and assessment processes in the future. • Ensure SEND Code and Equality / DDA responsibilities are part of GB / Trust Board training and Development programme.	• Staff / Governors have a good understanding of their duties and responsibilities. • Staff are confident in teaching and supporting students with SEND. • Staff actively make appropriate adjustments to ensure students with SEND can engage effectively in learning. • Staff understand key issues around language acquisition and can develop students' language and comprehension skills effectively. • Staff actively promote the achievements of students with SEND.	**7/22** ongoing **7/22**	SWI/ GWI ZMO
Ensure that individuals with SEN & Disability have full access to information provided to all stakeholders	• Review methods of communicating with students with SEND and parents. • Develop effective forms of electronic communication for key stakeholders. • Identify any particular barriers to receiving information. • Review accessibility of school website and ensure conformity with accessibility standards. • Further develop transition arrangements for all students with SEND. Do we provide the right information and experiences during the transition process.	• Students with SEND are happy with the range of information they are provided with and how they can access it. • Students with SEND have an effective transition process into our school. • Students with SEND feel they are able to access the full range of school provision.	**By 09/22**	SST/ADW /SWI

Revise the curriculum to allow full access for students with SEN & Disability	• Ensure that all school policies are revisited and equality of access considered as part of policy review cycle. • Identify areas of the curriculum where access needs to be improved and ensure that there is a range of appropriate qualifications for all students to access. • Identify barriers to learning in standard curriculum provision as well as in extra-curricular provision. • Review access to activities which are 'non-standard' such as off-site activities / trips and visits. Develop new approaches for creating opportunity for those with SEND to access such provision.	• All policies reviewed to make adjustments to allow access for students / staff with SEND. • Annual curriculum review and redesign ensures appropriate provision for students with SEND. • Schemes of Work and curriculum resources are appropriate adapted to allow access for students with SEND. • Adjustments made, as appropriate to allow students with SEND to participate in full range of curriculum provision. • Individual plans are devised to allow students with SEND access to a range of extra-curricular clubs, activities and out of school visits.	**ongoing**	**SLT** **CLs** **SST/ADW** **RQU/PBG**
Improve accessibility to school for students with SEN & Disability	• Review existing accessibility with particular respects of visual impairment, including the practical steps required to enable a guide dog to be used on site. • Review adequacy of current 'lift' facilities and plan for future replacement / refurbishment. • Review existing accessibility of school site and identify remaining barriers to free access, involving specialist support teams / individuals with SEND. • Identify subject areas where classroom accessibility needs to be improved and revise building refurbishment plan. • Undertake audit of accessible equipment and furniture across the school. • Identify areas of need and produce rolling plan of purchase / replacement.	• Identified barriers removed. • Appropriate adjustments made to improve access. • Students have improved access to school building. • More classrooms equipped with accessible furniture / equipment as required by the analysis of current student needs.	**By 06/20** **By 07/21** **By 07/22**	**MMA / SWI**

	• Undertake audit of signage around the site and review for appropriateness.			
Ensure that people with SEN & Disability are presented positively	• Continue to develop skills and resources through our close partnerships with local Specialist provision. • Implement positive poster / campaign images around school. • Undertake assembly programme re SEND and achievement. • Develop RESPECT / Life Skills component looking at diversity / SEND and achievement. • Continue to ensure that children with SEND are fully engaged in our Arts provision.	• Positive images of individuals with SEND displayed around the school. • Students accepting of positive achievements of those with SEND. • Students recognise 'difference' as a positive and value it as diversity.	**By** **07/20**	**AHE** **RQU/HST**
Improve outcomes and achievements for students with SEN & Disability	• Appropriate and challenging targets set for those students with SEND. • Ensure a wide range of specialist support is available to students with SEND to provide effective access to the curriculum. • Deliver an effective intervention programme to those students with SEND requiring it. • Termly Access and Achievement Leadership Report to monitor student progress. • Regular scrutiny of progress by SEN Lead Governor / Full GB.	• All staff and students aware of targets that have been set. • Clear plans in place to support students to achieve those targets. • Regular progress monitoring of students with SEND. • Students with SEND perform in line with / better than national expectations.	**10/20** ongoing **By 07/20**	**SWI** **SST/ADW** **SWI**