



# Accessibility Plan

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<b>Document Author</b>	<b>Will Chitty - Principal</b>

## Revisions Log

<b>Date</b>	<b>Pages/Whole Document</b>	<b>Description of Change</b>	<b>Origin of Change (e.g. Routine Update, request for Review)</b>

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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 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 Accessibility Plan contains relevant and timely actions to:-

- Increasing the extent to which disabled students can participate in the school curriculum; Improving the physical environment of the school to enable disabled students to take better advantage of education and associated services
- Improving the availability of accessible information to disabled students.

### **Monitoring, evaluation and development of the Accessibility Plan**

A full review of the Accessibility Plan takes place every 3 years. There is annual monitoring and evaluation of the priorities set out below.

## 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan priorities 2022-2025 in accordance with the Equality Act 2010.

**Aim 1 – to increase the extent to which disabled pupils can participate in the school curriculum.**

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Forward planning for pupils with disabilities in the next academic year's intake.	Liaise with previous school to review potential intake for new academic year	To identify pupils who may need additional to or different from provision for new academic year.	Ongoing 2022/25	Procedures/equipment/ideas in place by for each new year
Keep up to date on a regular basis with any policy changes and react accordingly.	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2022/25	All policies to clearly reflect inclusive practice and procedure.
Close liaison with parents.	To establish close liaison with parents	To ensure collaboration and sharing between the school and families.	Ongoing 2022/25	Clear collaborative working approach.

**Aim 2 – to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Improve physical environment of the school.	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of both sites.	Improved access, lighting and colour schemes and more accessible facilities, fixtures and fittings.	Ongoing	Access for all
Ensure all with a disability can be involved.	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of IEP process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings</li> </ul>	Greater engagement with the curriculum and school life for all	Ongoing	Enabling needs to be met where possible.
Ensure disabled parents have every opportunity to be involved.	Use disabled parking spaces for disabled drop off and collection of students	Improved access to the building.	Ongoing	To ensure disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.
Ensure suitable facilities are provided for those with hearing loss	Assess available options from a portable loop system to a fully wired system.	Provision of loop system for those who require one	Ongoing	Full inclusion of partially deaf pupils, staff and visitors.
Signage and lighting	Identify areas to be improved, obtain funding and take remedial action.	Better visibility and direction.	Ongoing on an annual basis as funds allow	Appropriate signage and lighting
Fully compliant buildings and site	Identify physical barriers requiring significant capital funding and build into capital bid process.	Remove all physical barriers.	Ongoing	Fully accessible buildings and site.

**Aim 3 – to improve the delivery of information to disabled pupils and parents.**

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Parents with visual/hearing impairment	Regular communication with parents. Interpreter provided for parents' evening, shows and functions. The majority of communications are sent via email in an accessible font and font size.		Ongoing	Two-way communication in place for all.
To ensure all children with ASD have access to the curriculum..	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children.		Ongoing	ASD pupils to be able to access curriculum.
Ensure disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> <li>• Arrange interpreters from the RNID to communicate with deaf parents</li> <li>• Offer a telephone call service to explain letters home to parents</li> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	Provision of loop system for those who require one	Ongoing	To ensure disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.
Regularly review pupils' records ensuring staff fully aware of any disabilities	<ul style="list-style-type: none"> <li>• Information collected about new children.</li> <li>• Records passed to each class teacher.</li> <li>• Annual reviews</li> <li>• EP meetings</li> <li>• Medical forms updated annually.</li> <li>• Personal health plans.</li> <li>• Significant health problems – pupil's photos displayed on staffroom notice board.</li> </ul>		Annually	All teaching and staff members to be aware of disabilities of children in their classes.
In-house record system to be reviewed and improved where necessary.	Record system to be reviewed.	Better visibility and direction.	Continually review and improve.	Effective communication of information about disabilities throughout the schools.

## 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 Principal.

It will be approved by the governing board.

## 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