



Accessibility plan 2021-2024

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.

Our school vision

- ❖ Our school will be a happy, welcoming and inclusive place, where everyone is treated equally and expectations are high.
- ❖ We will provide a safe, caring and stimulating environment in which every individual is cared for spiritually, morally, intellectually, physically, socially and emotionally
- ❖ We will combine high standards with a broad, balanced and rich curriculum which encourages creativity and inspires a commitment to lifelong learning
- ❖ We will focus our teaching and learning on the needs, abilities and enthusiasms of individual pupils, providing a tailored approach to supporting pupils with additional needs and giving extra support to those pupils that need it most
- ❖ Our children will have the skills and attitudes that will help them be successful in the future so that they are able to develop their full potential, achieving the very best that they are capable of.
- ❖ We will work in partnership with parents and stakeholders to place our school at the heart of the community it serves
- ❖ We will build on our strengths and drive our own improvement, setting ambitious targets and recognising that, for the sake of our pupils, we can always do better

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.

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 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Appropriate differentiation is in place to ensure access to the curriculum for pupils with a disability	Ensure that curriculum resources include examples of people with disabilities	English coordinator to audit and supplement current book stock to ensure that people with disability are represented.	D.C	July 22	People with disability will be represented in resources throughout the school
	Resources are tailored to the needs of pupils who require support to access the curriculum. The curriculum is reviewed to ensure it meets the needs of all pupils. Targets are set effectively and are appropriate for pupils with additional needs	Ensure that training is updated as appropriate to the range of needs catered for within school	Inclusion manager to monitor requirements and provide/source training opportunities as necessary	P.A	Ongoing	Pupils with SEND will make expected or better progress from their individual starting points.
	School holds accurate data with regards to the progress and attainment of pupils with a disability Staff receive appropriate training in supporting pupils with SEND Pupils with SEND are able to access all extra-curricular opportunities	Improve disability awareness and understanding amongst pupils	Awareness days and assembly opportunities planned to promote disability awareness	HF	Ongoing	Pupils will demonstrate increased understanding and awareness of disability issues.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • External ramps to front and rear of building • Disabled toilets and changing facilities for pupils • Showering facility 	<p>To improve building accessibility for people with a disability</p> <ul style="list-style-type: none"> • Provision of disabled access toilet on ground floor level • Provision of disabled parking bay 	<p>Modification of adult toilets on ground floor to enable disabled access.</p>	H.F	July 2022	Increased accessibility to the school site for people with disability
		<p>To ensure that all staff are aware of how to make their classroom environment physically accessible to pupils with SEND</p>	<p>Designation of disabled parking bay at main entrance to school</p>	H.F	July 2024	
		<p>Inclusion Manager to liaise with staff as appropriate to ensure that staff are equipped to facilitate access for all pupils</p>		P.A	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils and parents/carers with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This may include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>To ensure that all members of the school community are able to access information</p> <p>To ensure that parents/carers with a disability are able to access parents' evening.</p>	<p>Provide information in alternative formats as required.</p> <p>Provide information with regards to child's progress via telephone or offer home visit.</p>	<p>H.F P.A</p> <p>Teaching staff</p>	<p>Ongoing</p> <p>Sept 21</p>	<p>Information is accessible to all members of our school community.</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 Academy Improvement 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

List any other related policies and procedures that the school has here.

Heather Farrell

September 2021

Review date: July 2024