

Accessibility Plan



We Learn, Grow, Shine in the Light of Jesus

Contents

| | |
|----------------------------------|---|
| 1. Aims..... | 2 |
| 2. Legislation and guidance..... | 2 |
| 3. Monitoring arrangements..... | 3 |

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which pupils with SEND and/or a disability can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with SEND and/or a disability to take better advantage of education, benefits, facilities and services provided
3. To improve the delivery of information to pupils with SEND and/or a disability and parents.

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 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, 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 pupils, parents, staff and governors of the school.

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.

3. 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 Curriculum & Policies Committee.

4. 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

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1: Increase the extent to which pupils with SEND and/or a disability can participate in the curriculum

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-------------------|---|--|------------------------|---|--|
| SHORT TERM | To plan and support transition | Liaise with previous educational establishments To identify pupils who may need additional to or different from provision | When transition occurs | SENDCO | Support plan produced and/or review of EHCP |
| | To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing | SENDCO Governors | All SEND and accessibility policies clearly reflect inclusive practice and procedure |
| | To establish close liaison with parents | To ensure parent and pupil voice is documented in collaboration between school and families. | Ongoing | Head teacher SENDCO All staff | Clear collaborative working approach |
| | To establish close liaison with outside agencies for pupils with additional needs | To ensure collaboration between all key personnel. Sharing information about the child where necessary. | Ongoing | SENDCO All staff Outside agencies | Clear collaborative working approach Detailed support plans/EHCP document |
| | To ensure full access to the curriculum for all | Seek advice from specialist advisory teachers; CPD for | Ongoing | Teachers | Lesson observation |

| | | | | | |
|--------------------|---|--|------------------|---------------------------------------|--|
| | children. | <p>staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered if practicable. • A range of support staff including trained learning support • Use of ICT equipment • Access to additional practical aids • Access to alternative assessment arrangements • Access to school counselling if required • Explicit teaching of generalising skills from one context to another | | <p>SENDCO</p> <p>Outside agencies</p> | <p>Learning walks</p> <p>Book scrutiny</p> <p>Review meetings</p> |
| | Tasks/Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To finely review attainment of all SEND pupils. | <p>Scrutiny of assessment system</p> <p>Regular liaison with parents and pupils</p> | Termly | <p>Class teachers</p> <p>SENDCO</p> | <p>Progress made towards targets</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Review meetings</p> <p>Lesson observation</p> |
| MEDIUM TERM | To promote the involvement of SEND students in classroom discussions/activities when teaching | <p>Give alternatives to enable SEND pupils to participate successfully in lessons</p> <p>Creating positive images of disability within the school and membership of the school council</p> | Ongoing | Whole school approach | Through pupil parent and staff voice, ensure that the needs of all are represented within school. |

| LONG TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|------------------|---|----------------------|--|-----------------------------------|--|
| | To deliver findings to the Governing Body | Present to Governors | As required Termly meeting with SEND governor | SENDCO SLT/SEN Governor | Governors fully informed about SEND provision and progress |

Aim 2: Improve the physical environment of the school to enable pupils with SEND and/or a disability to take better advantage of education, benefits, facilities and services provided

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-------------------|---|--|---|--|---|
| SHORT TERM | Improve physical environment of school environment | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. | Ongoing | SLT & site managers | Enabling needs to be met where possible. |
| | Ensuring all with a disability are included | <ul style="list-style-type: none"> • Create access plans for individual pupils as required • Evaluation forms • Membership of the school council | With immediate effect to be constantly reviewed | All staff SENDCO | Monitor if needs are being met where possible. |
| | To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | With immediate effect to be constantly reviewed | Head Teacher All teachers Head of House SENDCO School Nurse First aid staff | To ensure that the medical needs of all pupils are met fully within the capability of the school. Medical care plans produced & PEEPS where necessary. |

| | | | | | |
|--|-----------------------------|---|-----------------------------------|-----------------------|--------------------|
| | Ensure parents are involved | Provide disabled parking spaces for disabled to drop off & collect children | Established. Monitor and promote. | Whole school approach | Monitor and review |
|--|-----------------------------|---|-----------------------------------|-----------------------|--------------------|

Aim 3: To improve the delivery of information to pupils with SEND and/or a disability and parents.

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-------------------|--|--|--|---|--|
| SHORT TERM | Ensure access to information by parents, staff and visitors | Communicate with parents in a format that is appropriate for them Regular communication with parents | Support plans reviewed three times a year. | Class teacher SENDCO | Monitor and review if format is appropriate |
| | To enable improved access to written information for pupils | Providing in class support such as appropriate font size, overlays, IT support etc, including books in the school library Auditing signage around the school to ensure that is accessible | Ongoing | Class teacher SENDCO Site manager | Monitor and review if appropriate |
| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| MEDIUM | To review pupil information, ensuring school's awareness of any disabilities | Ensure information is correct and up to date | Support plans reviewed termly. Updates provided when required. Referrals made to outside agencies where appropriate. | Class teachers SENDCO Outside agencies Support staff | Each teacher/staff member aware of the needs of pupils |