

Accessibility Plan

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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.

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.

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. 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 for agreed action	Success Criteria
Increase access to the curriculum for pupils with a disability and ensure disabled parents have every	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the	Staff continue to improve their skills and awareness to support inclusion and access	Targeted training for teachers and the LSA team on differentiating the curriculum and meeting additional needs	LAW/CBE SLT	Summer 2021 Ongoing	Positive pupil progress Continued outstanding access to the both the curriculum and extracurricular activities

<p>opportunity to be involved</p>	<p>needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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</p>	<p>All staff are aware of their responsibilities how we can overcome potential barriers to inclusion</p>	<p>All out-of-school activities are planned to ensure they can be accessed by pupils with a disability.</p> <p>Targeted training for SLT/LGB to ensure issues relating to access are understood.</p> <p>Diversity Champion to be appointed</p>	<p>CBE</p> <p>SLT</p> <p>CBE</p> <p>OFFICE</p>	<p>Ongoing</p> <p>Summer 2021</p> <p>Summer 2021</p> <p>Ongoing</p>	<p>Positive feedback from students and parents</p>
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	<p>additional needs.</p> <p>Excellent links with the Deaf agency with regular CPD on use of hearing aid devices.</p> <p>Curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Booster lessons are offered at KS4 to support success in GCSE Maths and English. Bespoke options are offered meet</p>		<p>SEND department to further extend inclusion programme for all, e.g Bocca</p> <p>Add following to all communications “Parents/Carers with physical difficulties or sensory impairments should contact the school in advance to help plan their visit”</p> <p>Involve the LGB/Link</p>	SNR	Ongoing	
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	<p>the needs of learners at KS4.</p> <p>Regular professional meetings with experts are held to support staff in making adaptations to content and access.</p> <p>Technology is being utilized to support assessment and access to curriculum.</p> <p>We have very close collaboration with external agencies</p>		<p>governor in our audit process (see new policy)</p>			
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<p>Improve and maintain access to the physical environment</p>	<p>Specialist teachers for physically disabled, HI and VI, visit when necessary to review access.</p> <p>The environment is adapted to the needs of pupils as required.</p> <ul style="list-style-type: none"> • This includes: • Ramps • Elevators • Corridor width • Disabled parking bays 	<p>The school undertakes regular audits of the site and identifies and acts priorities for improvement.</p>	<p>SLT to commission audits and determine priorities for action.</p>	<p>TAY/CBE</p>	<p>Ongoing</p>	<p>Accessibility issues continue to be addressed and site accessibility continues to improve</p>
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Ensure all statutory obligations are met	All policies have been reviewed to ensure they reflect inclusive practice and procedure	All new policies should be checked to ensure they reflect best practice and comply with the Equality Act	All policies to be checked as they are ratified and adopted	SNR/SLT/LGB	Ongoing	All policies continue to clearly reflect inclusive practice and procedure
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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 LGB

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Action by whom	Date to complete actions by
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Number of storeys				
Corridor access				
Lifts				
Parking Bays				
Entrances				
Ramps				
Toilets				
Reception Area				
Internal Signage				
Emergency Escape Routes				