



Accessibility Plan

Policy Title	Accessibility Plan
Document Lead:	SENDCo
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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 students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students 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 students 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.

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.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be Taken	Person Responsible	Date to Complete Actions By	Success Criteria
Increase access to the curriculum for students with a disability	<p>Liaison between outside services and SENDCo, disability information disseminated to relevant staff.</p> <p>SENDCo ensures that new staff have appropriate information and training opportunities.</p> <p>Learning support staff are available to support and mentor students throughout break and lunchtimes and through homework club every evening of the week.</p> <p>All of these students with SEN also have an Individual Education Plan (IEP) that includes details of the needs and guidance on how these can be met in the classroom.</p>	Teachers continue to develop skills to support the students who have differing disabilities	SENDCo arranges staff training involving information on individual students and conditions including speech & language, ASD support, physical disabilities etc.	SENDCo	Ongoing	Teachers and support staff aware of student disability and have a greater understanding of disability issues, including those specific to the students that are in attendance.

	<p>Liaison with external agents (e.g. occupational therapy or sensory inclusion) to ensure that the right equipment is sourced specific to a students' needs SENDCo to ensure appropriate external exam access arrangements have been made.</p> <p>Sensory advice and guidance is followed for individuals as directed by external agents.</p>		<p>Subject areas to feedback to SENCO/ Inclusion Support Coordinator if any specialist equipment is needed for students in that lesson.</p> <p>Subject leaders and teachers to monitor internal exam access is in line with those outlined by the external assessments.</p>			
	<p>Teachers to consider learning styles favoured by students with disabilities and plan accordingly.</p>	<p>Develop a range of learning resources that are accessible to students with different disabilities.</p> <p>Teaching staff develop their knowledge of different teaching and learning styles.</p> <p>Identify suitable professional development opportunities for staff.</p>	<p>Provide professional development opportunities to ensure high quality teaching, differentiated for individuals.</p>	<p>SENDCo</p> <p>Exams officer</p> <p>All teaching staff</p> <p>Teaching assistants</p>	<p>Ongoing</p>	<p>Teachers develop and use those teaching strategies which most suit the learning style of students with a disability.</p> <p>Improve attainment for students with disabilities.</p>

	Disability equality elements are within the citizenship curriculum and appropriate resources are available to staff.	Disability equality issues are incorporated into the citizenship curriculum.	Views on disability accessibility are taken from the school council.	Teaching staff / Core / SMSC	Ongoing	All students have a greater awareness and understanding of disability issues.
	<p>Provide training for staff and governors in disability equality issues, the SEN Code of Practice and needs specific to our students</p> <p>The school will make every effort to accommodate all students needs by making reasonable adjustments in line with the Equality Act 2010 when considering educational visits.</p>	<p>Disability equality training, including SEN offered to all.</p> <p>Trip leader and EVC will undertake a risk assessment relating to any group member with an impairment or disability making reasonable adjustments to accommodate students with a disability.</p>	<p>Any reasonable additional expenditure necessary to accommodate a student with disability / impairment must be considered.</p> <p>Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability.</p>	<p>SENDCo</p> <p>Governing body</p> <p>SLT</p> <p>SENCO / EVC / Trip organizer / parents</p>	Ongoing	<p>All staff and governors are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all students.</p> <p>All students with a disability / impairment have the opportunity to take part in a school trip, including those overseas.</p>
Improve and maintain access to the physical environment.	Emergency evacuation procedures take account of the needs of students with disabilities.	Students are identified and appropriate planning including staff responsibilities have been established. PEEP's are in place for each individual student identified.	No student with physical disability accesses first floor classrooms without confirmation that they can evacuate using the staircases in times of emergency evacuation – otherwise lessons are timetabled on ground floor.	<p>SENCO</p> <p>TA's</p> <p>Director of business & finance</p> <p>Teaching staff</p>	Ongoing	Identified students are safe and have a clearly recognised PEEP in place to meet their individual needs in case of any emergency evacuation situation.

						Staff are able to assist in an efficient evacuation procedure.
	Level access to ground floor facilities are monitored.	Site inspections are carried out to ensure that all entrances are accessible and any remedial work carried out effectively.		Premises team		No restrictions to entrance and exit of any building on the school site.
	A no cost curriculum planning solution to provide classroom accessibility to students with disabilities is applied.	Timetables are modified where necessary so that a particular teaching group can be located in rooms with easy access. Lift access to areas where departments are concentrated upstairs.		SENDCo Timetabler Faculty leader	Ongoing	Students with disabilities have full access to teaching areas because, for example they are located on the ground floor.
	Appropriate furniture / equipment is provided for students with disabilities where necessary.	DBF plans for the purchase / provision of furniture / equipment to meet the needs of known students with disabilities after meeting with SENDCo.		SENDCo Director of Business & Finance	Ongoing	School is able to respond rapidly in providing appropriate furniture / equipment.

<p>Improve the delivery of information to students with a disability.</p>	<p>Written information is more accessible to students with disabilities and at home.</p>	<p>The school plans for provision of:</p> <p>Enlarged resource materials and exam papers.</p> <p>Enlarged written communication with home.</p> <p>All school / home communication is available electronically</p>	<p>Software packages available in school are accessible for students of all abilities including MathsWatch and IDL.</p>	<p>SENDCo</p> <p>TA's</p> <p>Teaching staff</p>	<p>Ongoing</p>	<p>Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.</p>
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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 governing body.

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 students with medical conditions policy

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.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				

Reception area				
Internal signage				
Emergency escape routes				