

# Accessibility Plan



**Approved by:** Melanie Entwistle

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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.

All employees and students must demonstrate the school's core values:

**Responsible** – we will stay safe and do our best

**Helpful** – we will work together and always think of others

**Inspiring** – we will think of new ways of working

**Straightforward** – we will make things clear and tell the truth

**Compassion** - we will be brave, believe in what we do and care about others

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.

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 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 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.

### 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>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p><b>Short Term</b> - All staff are continually trained to employ quality teaching strategies in response to individual needs.</p> <p>Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of our students.</p> <p>All students have a bespoke pathway/curriculum.</p> <p><b>Medium Term</b> – Ensure that we have several specialist staff, so we always have the expertise required within the team to adapt</p>	<p>Curriculum is flexible and continually adapted in response to changing needs as informed by SLT/SENDco lead.</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p> <p>Regular staff supervision to discuss any learning needs or training courses that are identified.</p>	<p>SENco to oversee/advise</p> <p>SENDco to oversee/advise</p> <p>Assistant Head/DSL to advise and direct training needs for staff.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students to make progress and achieve, ongoing observations of lessons by subject leads.</p> <p>Staff are confident at using and developing strategies. Students benefit from an adapted/flexible delivery of curriculum appropriate to need.</p> <p>Ongoing staff training program and qualifications in place to ensure the learning and physical needs of all our</p>

		to any changes necessary.  <b>Long Term</b> – Options curriculum further explored and adapted to suit the needs of all learners including accessibility of equipment/activities.	Additional agencies for delivery to be sought with any additional or adapted equipment to be purchased if necessary.	Whole staff team.	Ongoing	students are being met.  All students access the options curriculum regardless of activities however this depends on risk assessments.
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities.</li> </ul>	<b>Short Term</b> – Students with specific needs have all the appropriate equipment they need.  Evacuation plans identified and displayed for all students to access.  <b>Medium Term</b> – To continue to keep all warning lights and emergency lighting to support staff and students with specific needs.  <b>Long Term</b> – To ensure any new building work or classrooms allows for independent access for all.	Purchase specific software to support students with dyslexia.  Ongoing training and regular fire and emergency evacuation practices for students and staff.  All areas both internal and external included with ongoing maintenance checked in line with legislations.  Ensure total compliance with building and health and safety regs, including fire exits and	Site maintenance  Site maintenance/SENDco  Site maintenance	Trials of software to purchase once decided on best options.  Ongoing  Ongoing – any new buildings to be included in any	To provide further support to enhance students offer. All staff and students are aware of procedures for emergencies and regular drills are undertaken to ensure good practice. All students particularly those with HI/VI can navigate successfully around the school.  All students can access all areas independently.

			warning systems are operational.		future planning.	
Improve the delivery of information to students with a disability.	<p>Our school will use a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage/Visual Aids</li> <li>• Large print resources</li> <li>• Overlays</li> <li>• Laptop/communication Aids</li> <li>• British sign language</li> </ul>	<p><b>Short Term</b> – Laptops to be kept up to date with software to support learners with specific needs.</p> <p><b>Medium Term</b> – All systems serviced and operational.</p> <p><b>Long Term</b> – For staff and specific students to qualify to level 1 BSL.</p>	<p>Suitable software to be implemented to allow students to access additional resources/interventions.</p> <p>All curriculum areas adequately resourced.</p> <p>Teacher identified to deliver classes.</p>	<p>SENDco</p> <p>SENDco</p> <p>SLT/SENDco</p>	<p>Ongoing</p> <p>Review and test regularly</p> <p>Ongoing</p>	<p>Improved systems across the school</p> <p>Staff and students to be confident of alerts and can become independent.</p> <p>To up-skill staff and students to communicate effectively with students with HI/VI.</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 the governing board and the directors.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality and Diversity Policy
- Child Protection and Safeguarding Policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Ground and First Floor			
Corridor access	Clear access at all times		Melanie Entwistle	
Lifts	N/A			
Parking bays	There is no car-park.			
Entrances	Our entrance to the building is at the front, Front door access is always available. (Key coded). There is a ramp at the entrance to the building.			
Ramps	Already in place			
Toilets	There are toilets on the ground floor and first floor.			



Reception area	We have meeting rooms/waiting areas accessible throughout the building.			
Internal signage	Fire Exit/Lighting etc. has all been checked see logs – Health and Safety Policy and Fire Risk Assessment.		Melanie Entwistle	
Emergency escape routes	Emergency exits appropriate with fire regs.		Melanie Entwistle	