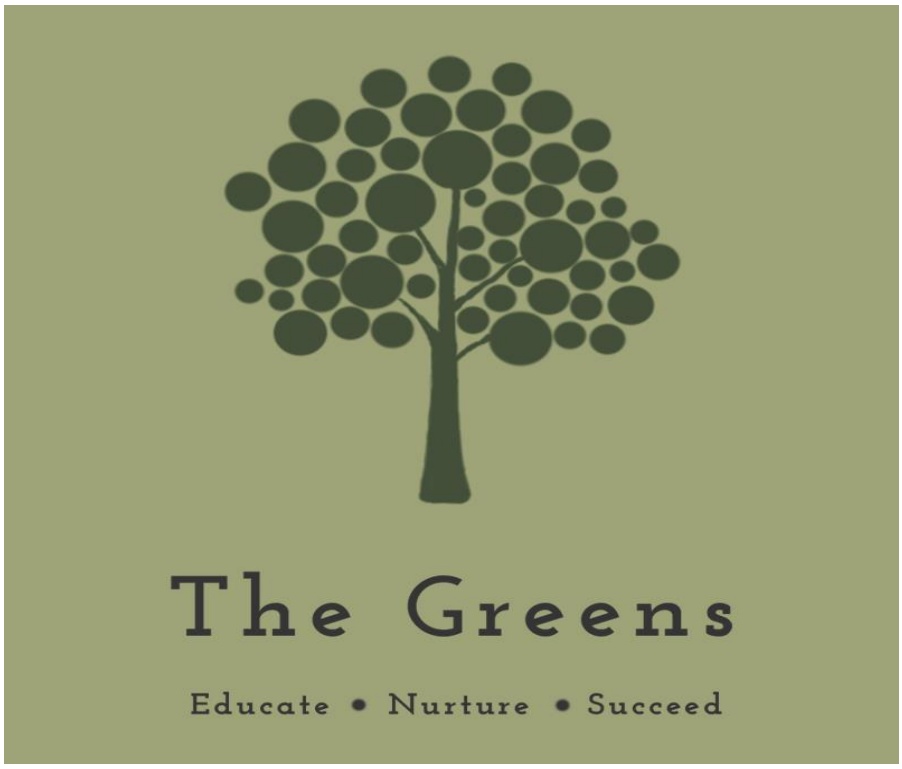
Accessibility Plan



Approved by:	Melanie Entwistle	**Date:**	01/03/2021
Last reviewed on:	01/04/2022. 05/03/2023 05/03/2024. 23/08/2024, 23/08/2025 23/08/2026		
Next review due by:	23/08/2027		

Contents

1. Aims 3
2. Legislation and guidance 3
3. Action plan 4
4. Monitoring arrangements 6
5. Links with other policies 6
Appendix 1: Accessibility audit 7

.....

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.	Short term: Resources are planned and adapted on a daily basis to meet the needs of our users. Short term: Progress is reported daily and reported to parents through parents evenings and academic reports. Medium: Targets are set half termly or as appropriate. Long term: The curriculum is always monitored and reviewed yearly.	Teachers to ensure all resources are accessible on a daily basis and adapted where necessary. Teachers to monitor daily progress, mark work recording observations and tracing progress in books. Teachers and SENCO to review targets where appropriate	All staff All staff All staff LW, KS, ME	Daily Daily Half termly or sooner if required. Yearly or sooner if required sooner.	All students will be making good progress both academically and towards their EHCP targets.

Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	Short term: Monitor facilities daily. Long term: Annual review.	Act upon any changes needed in a timely manner.	ZB	Yearly review	All students and staff will be able to physically access the building safely.
Improve the delivery of information to students with a disability	Our school will use a range of communication methods to ensure information is accessible. This includes: • Internal signage/Visual Aids • Large print resources • Overlays • Laptop	Short term: All staff to use sign of the day, encourage use of the visual timetable.	Teachers to ensure they are using appropriate methods to communicate with students on a daily basis.	All staff	Daily Reviewed at CPD interim reviews to identify further training opportunities.	All students and staff will be able to communicate in a range of different ways to support learners with disabilities.

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 level			
Corridor access	Clear access at all times		All Staff	
Parking bays	The car park is gated, and the electronic gate is checked daily	SLT to check the gate is in working order	SLT	Every Morning
Entrances	Our entrance to the building is at the front, Front door access is always available. (Key coded). There is a ramp at the side entrance from the car park to the building.	Check for obstructions daily	All Staff	
Ramps	Already in place	Check for ice, slips	All Staff	
Toilets	There are toilets on the ground floor	Check they are in good working order and no blockages	All Staff	

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	