

# Accessibility Plan

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## **Equalities statement**

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Document Management	
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Headteacher	Mr A Holmes
Chair of Governors	Mr I Fidge

# Accessibility Plan

## 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.

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, the complaints 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.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Plan

Aim	Current Good Practice	Actions	Person responsible	Timeframe	Evaluation
Access to the curriculum: All areas of the curriculum should be as accessible as possible for all pupils.	<ul style="list-style-type: none"> <li>• A differentiated curriculum for all pupils</li> <li>• Use resources tailored to the needs of the pupils who require support to access the curriculum</li> <li>• TASK boards</li> <li>• Curriculum progress is tracked for all pupils including those with a disability</li> <li>• Regular review of intervention and support strategies</li> <li>• Whole school and bespoke training</li> <li>• Needs of the pupils are shared through the SEN register</li> <li>• Differentiation good practice shared during teaching and learning briefings</li> <li>• Provide pupils with appropriate access arrangements for examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Departments assess reasonable adjustments and submit equipment needs</li> <li>• Regular reviews of intervention and support strategies</li> <li>• Ensure teaching staff have access to SEN register</li> <li>• Provide drop-in advice sessions for staff who need advice on inclusion and differentiation</li> <li>• Provide identified CPD</li> <li>• Ensure all pupils identified for access arrangements are evaluated</li> </ul>	Subject Leaders  MUR  MUR  MUR  MUR AST	Ongoing	
Improve the delivery of information to pupils with a disability or additional need	<ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Coloured books available</li> <li>• Exams printed on coloured paper where required</li> <li>• Overlays available</li> </ul>	<ul style="list-style-type: none"> <li>• Key staff are trained on the use of Induction Loops and other communication methods</li> <li>• Ensure exams officer and admin team have up to date list of pupils who require coloured paper</li> </ul>	MUR		
Promote social	<ul style="list-style-type: none"> <li>• Pupils have access to calm zones</li> <li>• Buddy system for those pupils with additional</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Voice demographics are included in the PV meeting</li> </ul>			

inclusion	<p>needs, enabling them to have social time without 1:1 TA support should they want it</p> <ul style="list-style-type: none"> <li>• Pupil voice groups are inclusive</li> <li>• TRACK lessons used to promote inclusion</li> <li>• Discriminatory language and incidents are dealt with appropriately using restorative justice meetings</li> <li>• All staff made aware of the needs of pupils with disability or additional needs</li> </ul>	notes to ensure inclusion is happening.			
The physical environment: ensure that the environment is accessible to all pupils, staff, parents and visitors	<ul style="list-style-type: none"> <li>• Elevators in each building and ramps to all areas</li> <li>• Wide corridors</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities across the school site</li> <li>• Welfare Assistant and TAs trained in personal care</li> <li>• Areas to store spare clothing and personal items</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Emergency fire evacuation chairs stored in each building</li> <li>• Alternative meeting venues or home visits arranged where necessary</li> <li>• Key staff trained in moving and handling</li> <li>• Necessary adjustments made for pupils / staff where required such as ground floor teaching classrooms or adaptations to timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure maintenance of elevators on a regular basis</li> <li>• Audit disabled toilets to ensure appropriate facilities are in place</li> <li>• Arrange training for Emergency fire evacuation chairs</li> <li>• The school will continue to incorporate current accessibility levels in all new buildings and refurbishment work</li> </ul>			

#### **4. Monitoring arrangements**

The Governor responsible for equality and inclusion will conduct physical monitoring visits annually to ensure compliance.

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local 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 objectives policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy