ACCESSIBILITY POLICY

Review Date	November 2022
Next review due	November 2025
Reviewed By	C. Mercer (SENDCo) FGB 5/12/22
Approval by Chair of Governors	

Contents:

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 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 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) **Action Plan** (This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.)

Aim 1: Increase access to the curriculum for pupils with a disability

Current Good Practice:
- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs

Objective	Actions	Person Responsible	Time frame	Success Criteria
Ensure the school curriculum is fully accessible to all pupils including those with a disability	The curriculum is reviewed to ensure it meets the needs of all pupils. SEND and medical registers are up to date.	Subject Leads Key Stage Leads SENDCo/office	Ongoing Each term	All children have access to a curriculum that is relevant and meets their needs.
	Curriculum resources include examples of people with disabilities.	All Staff	Ongoing	Pupils experience positive examples of disabilities which furthers their understanding.
	Robust assessment procedure is in place for all children.	Curriculum Lead/ SENDCo	Ongoing	All children can show progress through relevant assessments.
	Promote awareness of disability issues through assemblies and PSHE.	All Staff	Ongoing	Pupils experience positive examples of disabilities which furthers their understanding.
	Identify and address training needs of staff to understand and meet the needs of disabled pupils.	SENDCo	Ongoing	All children have their needs met.
Disabled pupils and those with specific medical needs supported at play times if appropriate	Assign designated staff to any pupil needing additional support at play times.	SENDCo/ Head	Ongoing	Children with disabilities feel safe and are supported with social interaction.

Risk Assessments enable children with disabilities to have full access as far as possible	External advice sought as necessary including from OT Service to audit classrooms	SENDCo / Head	Ongoing	Children with disabilities access school trips, special events, after-school clubs etc.
Staff to be aware of Statutory Inclusion Statement and show that they are using it within their teaching and learning	Revisit Statement annually.	Head	Ongoing	Inclusion Statement permeates all aspects of the life and work of the school.
	Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.	Subject Leads/ Key Stage Leads	Ongoing	Inclusion Statement is reflected in all policy documentation.

Aim 2: Improve and maintain access to the physical environment				
Current Good Practice: • Wherever possible the environment is adapted to the needs of the pupils as required.				
Objective	**Actions**	**Person Responsible**	**Time frame**	**Success Criteria**
The environment is adapted to the needs of pupils as required. This includes:	Corridor width – corridors are kept clear and accessible	All Staff	Ongoing	Clear and safe access around the school
	Disabled toilets and changing facilities are kept clear and accessible	All Staff	Ongoing	Clear and safe access around the school
	Personal Evacuation Plans (PEPS) and intimate care plans in place and up to date.	SENDCo	Ongoing	Children are supported to feel safe and have their needs met within school.
Access for disabled members of the school community is considered at the planning stage of any future building works.	Advice of specialists sought if needed.	Head / Local Authority	If needed	Clear and safe access around the school

Aim 3: Improve the delivery of information to pupils with a disability

Current Good Practice:
Our school uses a range of communication methods to ensure information is accessible. This includes:
- Internal signage
- Large print resources
- Pictorial or symbolic representations

Objective	Actions	Person Responsible	Timeframe	Success Criteria
School to be aware of services available for visually and hearing impaired children, and children with Downs' Syndrome and other disabilities.	Access training to meet the needs of individual pupils when and where appropriate.	SENDCo/Head	Ongoing	School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support, and guidance; and relevant training and development.
If appropriate explore Braille, audio CD & Loop system for VI and HI members of the school community.	Specific needs of new pupils with a disability are identified and planned for.	SENDCo/Head	Ongoing	Needs of individual children are met and enable increased access to education

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 FGB.

5)   Links to 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 pupils with medical conditions policy