



Accessibility Plan

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Review Date	July 2027
Governors' Sub-Committee	Strategy
Statutory Policy	Yes

A handwritten signature in black ink, appearing to be 'J. Smith', written over a faint circular stamp.

Signed:

Chair of Governors

Date: **July 2024**

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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 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 students

Our school aims to treat all its pupils fairly and with respect, in line with our school's aims and values. 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

Aim	Current Good Practice	Objectives	Actions	Person(s) Responsible	Timescale	Desired Outcomes
<p>1. Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • 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 • Progress made by pupils in studying the curriculum is tracked for all pupils, including those with a disability <ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Room COR 2 has been adapted with computers for disabled students. <ul style="list-style-type: none"> • County Integrated Disability Service visits re specific students throughout the year. Radio Aids are in use. Student awareness assemblies take place. 	<ul style="list-style-type: none"> • Prioritise disabled students' participation in extra-curricular activities. • Ensure pupils with a disability can access a range of sporting activities. • Develop a sensory room and low arousal environment 	<ul style="list-style-type: none"> • Ensure extra-curricular and educational visits are accessible to all students. • Promote inclusive sports to all students. • Investigate possible external funding with County Integrated Disability Service. 	<ul style="list-style-type: none"> • Assistant/Deputy Headteacher overseeing educational visits, ExtraCurricular Coordinator, Subject Leaders, staff organizing extra-curricular activities. • Subject Leader for PE • Chief Finance and People Officer SENDCO 	<ul style="list-style-type: none"> • On-going. Reviewed annually. • Ongoing as new sports are introduced and alternative KS4 sports qualification 	<ul style="list-style-type: none"> • Increased participation in wider school life for students with disabilities. • All students with a disability access a wide range of sports in PE lessons and extracurricular • Sensory room and low arousal environment in place

<p>2.Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • A lift • Disabled parking bays • Disabled toilets and washing facilities <ul style="list-style-type: none"> • Library shelves at wheelchair-accessible height • Adjustable tables (in Science and Design and Technology) <ul style="list-style-type: none"> • Table raisers • Physiotherapy room • Automated doors (main Reception and Student Services) 	<p>All students and adults to be able to evacuate the building safely in an emergency.</p> <p>Automated internal corridor doors.</p> <p>Automated external door leading on to the playground.</p>	<p>Fire escape plan and risk assessment to be reviewed and updated as required and at least annually.</p> <p>Personalised emergency exit plan implemented for identified students, who require it.</p> <p>Investigate possible external funding with County Integrated Disability Service.</p>	<p>Fire Officer. Chief Finance and People Officer</p>	<p>Annual review.</p>	<p>In the event of a fire all students to be able to exit the building safely.</p>
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<p>3.Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources <ul style="list-style-type: none"> • Braille • Induction loops • Pictorial or symbolic representations 	<p>Improved information to parents/carers with disabilities.</p> <p>Improved access to learning for students with disabilities.</p> <p>Improved access to examination materials.</p> <p>Develop the use of technology and use of appropriate software in order for learners to become independent.</p>	<ul style="list-style-type: none"> • Visual timetables <ul style="list-style-type: none"> • Large print format for letters and policies available. • Use of coloured overlays for students and change of background colour on interactive whiteboards. • Use of pastel-coloured paper for dyslexic students. • Dissemination of relevant information to all staff via student profiles. <ul style="list-style-type: none"> • Modified examination papers ordered, if appropriate. • Purchase laptops and install software such as CRICK or DocsPlus. Staff and student training on how to use the software. 	<p>SENDCO</p>	<p>On-going, annual review.</p>	<p>All actions in place.</p> <p>Students using appropriate software and ICT to access the curriculum.</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 Strategy Sub-Committee.

5. Links with other policies

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

- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy
- Medical Policy