



Accessibility Plan/Policy

Written by	Reviewed & Ratified by Governors	Shared with Staff	Last Updated	Review Cycle	Next Review Due
Lorraine Freeman Deputy Headteacher	November 2024	November 2024	October 2024	3 Years	September 2027

1.0 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

2.0 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3.0 Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: Improve and maintain access to the physical environment				
Current Practice & Planned Improvements	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers to all relevant areas of school	Access plans for individual disabled children as part of registration and ongoing support	As required	Inclusion DHT/Class Teacher	ISP's are in place for disabled pupils, and all staff are aware of pupils' needs. Children, staff, governors & parents are confident that their needs will be met.
To ensure school staff & governors are aware of access issues	All users can access areas of school – use of pupil voice and parent & staff forums/surveys.	Ongoing as needs arise, and through regular audits.	Inclusion DHT/Site Manager	Access to all areas of the school will be monitored & any new needs arising addressed.
Aim: Increase access to the Curriculum for children with disabilities				
Current Practice & Planned Improvements	Strategies	Timescale	Responsibility	Success Criteria
To offer a differentiated curriculum for all pupils	Leaders check subjects plan for ALL groups of learners to ensure to access each subject	Ongoing	Inclusion DHT/Curriculum DHT/Subject Leaders/Classroom Staff	Classroom planning & monitoring demonstrates clear adaptations for all children
To use resources tailored to the needs of pupils who require support to access the curriculum	Specific resources are researched & purchased to enable all pupils to access all areas of the curriculum	Ongoing & as required	Inclusion DHT/SENDCo	Children have access to all areas of the curriculum, including the wider curriculum offer

<p>To use curriculum resources that include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Curriculum resources are regularly monitored & audited to ensure they represent all forms of diversity and inclusivity</p> <p>Pupil progress meetings ensure close tracking of all pupil's progress.</p> <p>Small steps system currently being implemented for children with more complex needs</p> <p>Leaders review the curriculum offer to ensure it meets the needs of all children, including those with a disability</p>	<p>Ongoing</p> <p>Half-Termly</p> <p>Termly</p>	<p>Inclusion DHT/Curriculum DHT/Subject Leaders/Classroom Staff</p> <p>Inclusion DHT/Assessment DHT/Class Teachers</p> <p>Assessment DHT/SENDCo</p> <p>Curriculum DHT/Inclusion DHT/Subject Leaders</p>	<p>All children feel represented in materials in use across the school</p> <p>Appropriate support is in place for ensuring children attain well & make good progress</p> <p>The curriculum prepares all children for later life</p>
<p>Aim: Improve the delivery of information to pupils with a disability</p>				
<p>To use a range of communication methods to make sure information is accessible.</p>	<p>Staff are trained in relevant strategies e.g. sign language</p> <p>Relevant resources are in place, e.g. large print resources, Braille, Induction loops, Pictorial or symbolic representations</p>	<p>Ongoing & as required</p> <p>Ongoing & as required</p>	<p>Inclusion DHT/SENDCo</p> <p>Inclusion DHT/SENDCo</p>	<p>All children, regardless of their disability, are able to access all information and aspects of school</p>

4.0 Monitoring arrangements

This document will be reviewed by the governing board and headteacher.

It will be approved by the governing board and the headteacher.

5.0 Links with other policies

This accessibility plan is to be read in conjunction with the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives

SEND policy

Supporting pupils with medical conditions policy