

Accessibility Policy and Plan

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Next review due by: May 2022

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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 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.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils:

- girls and boys
- Jewish faith, faith or no faith groups
- pupils who need support to learn English as an additional language
- special educational need
- pupils who are at risk of disaffection or exclusion

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 trustees 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.

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

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

3. Monitoring arrangements

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

4. 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
- › Special Educational Needs (SEN) Information Report
- › Supporting pupils with Medical Conditions Policy
- › Curriculum Policy

- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- School Development Plan

5. Action plan

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

Aim	<ul style="list-style-type: none"> 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
Increase access to the curriculum for pupils with a disability	<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 Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability 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 	Increase access to the curriculum for pupils with a disability	<p>Curriculum is subject to ongoing review to ensure it meets the needs of all pupils</p> <p>A pre-formal, semi-formal and formal curriculum model is being reviewed to ensure pupils continue to make excellent progress towards challenging objectives</p> <p>Ensure the effectiveness of the curriculum models.</p> <p>Draw on the expertise of external agencies to provide specialist advice and support.</p> <p>Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learner</p> <p>Ensure there are high expectations</p> <p>Ensure there is appropriate deployment and training of learning support staff</p>	Emily Haddock/Sharon Mullish	July 2022

<p>Improve and maintain access to the physical environment</p>	<p>Our newly built building opened in September 2020.</p> <p>The building was specifically designed to meet the needs of all learners</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Elevators • Wide corridors • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To ensure that the building is fully accessible ensuring a positive impact on learning</p>	<p>To monitor and review pupil access to ensure a positive impact on learning</p> <p>To install hoists in all the classroom areas to support the accessibility for pupils with physical disabilities</p> <p>To review the provision in the Mint Class hygiene area for physically disabled pupils requiring manual handling</p>	<p>Sharon Mullish</p>	<p>September 2021</p>
<p>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 • Pictorial or symbolic representations • Grid 3 <p>The school has invested in:</p> <ul style="list-style-type: none"> • sensory room equipment • switch technology • iPads • interactive white boards touch screens • adapted keyboards • eye gaze technology 	<p>To review the effectiveness of communication strategies across the school</p>	<p>Complete a communication audit and update policy so that all pupils improve their communication skills</p> <p>Delivery of IT strategy and vision</p> <p>Ensure that all means of communication are being fully maximised</p> <p>Liaison with SALT</p>	<p>Emily Haddock -</p>	<p>July 2022</p>

