

Accessibility Policy and Plan



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Approved by:	MD Education Services	Date: August 2021
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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.

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.

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	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our curriculum is subject to an ongoing review to ensure that it meets the needs of all our pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<p>Pupils make accelerated progress because of targeted help. (Ongoing)</p> <p>Pupils achieve qualifications of increasing demand and value. (Ongoing)</p> <p>Pupils enjoy and flourish studying practical subjects. (Long term)</p>	<p>Purchase and training in intervention strategies.</p> <p>Curriculum review to ensure all pupils are stretched and challenged to achieve a range of qualifications</p> <p>Outdoor area to be developed for the teaching of practical subjects e.g. gardening</p>	<p>Head teacher</p> <p>Head teacher</p> <p>Head teacher</p>	<p>Reviewed annually</p> <p>Reviewed annually</p> <p>July 2022</p>	<p>Pupils' progress trackers will show improvement.</p> <p>Pupils will achieve greater number of qualifications of increasing demand and value.</p> <p>Outdoor area will be developed so that pupils are able to engage with a variety of gardening activities</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled toilets</i> • <i>Teaching spaces are flexible and able to adapt</i> 	<p>Resurfacing of garden area at the front of school</p> <p>Installation of outdoor seating area</p>	<p>Oversee development of building and surrounding grounds.</p>	<p>Headteacher and Horizon Care Premises Manager.</p>	<p>July 2022</p> <p>July 2022</p>	<p>School grounds will have been developed.</p>

	<p><i>to learner need on a day to day basis</i></p> <ul style="list-style-type: none"> • <i>There is a safe and secure outdoor space accessible to all</i> • <i>There are appropriate evacuation procedures and written plans in place</i> 					
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Pictorial or symbolic representations</i> 	<p>To improve the effectiveness of communication strategies across the school (Medium term)</p>	<p>To conduct a review of the communication strategies currently used within the school.</p>	<p>Head teacher</p>	<p>July 2022</p>	<p>Actions identified in the review will be implemented to improve pupils' communication skills.</p>

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 headteacher.

5. Links with other policies

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

- › Risk assessment policy
- › Health and safety policy
- › Equality policy
- › SEN policy

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