

Accessibility Policy and Plan



Reviewed by: Executive Principal **Date:** September 2021

Approved by: MD Education Services **Date:** September 2021

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	Error! Bookmark not defined.
5. Links with other policies	Error! Bookmark not defined.

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 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	SUCCESS CRITERIA
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 	Pupils make accelerated progress because of targeted help. (Ongoing)	Purchase and training in intervention strategies.	Executive Principal	Review half termly through SDP	The curriculum is currently reviewed in light of pupil needs and requirements and is fit for purpose to meet these needs
	<ul style="list-style-type: none"> • 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 	Students in KS4 and KS5 learn towards qualifications in all subject areas, including OCN, FS and GCSE. These are undertaken with increasing demand and value. (Ongoing)	Further moderation across all school sites of qualification grading and checking for opportunity to increase access to highest possible level of qualification for all students.	Executive Principal	Spring 2022	Deep Dive review by leadership confirms that highest possible level of qualification is being accessed by all KS4 and KS5 students.
	<ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils 	Meeting of student needs, as identified on EHCP, explicitly worked to in formally planning access to the curriculum.	New Student Support Plans introduced with an increased focus on meeting SEN, these used to inform lesson planning	Executive Principal	Jan 2022	Deep Dive review by leadership confirms that curriculum delivery is effectively geared towards meeting the needs of all students.

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Ensure that it is communicated to staff, parents and any visitors where the accessible parking bays are. • For planned visits, ask if accessible parking is required. • Review door openings in all buildings to ensure that there are accessible by wheelchair. 	<ul style="list-style-type: none"> • Communication to parents. • Review of visitor procedures. • Site audits. 	Executive Principal	<p>Dec 2021</p> <p>Dec 2021</p> <p>July 2022</p>	<ul style="list-style-type: none"> • Visitors will be aware of where accessible parking is featured across the school. • Plans can be implemented where accessible parking is a barrier to access. • Plans will be in place to modify buildings, where necessary.

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Improve the delivery of information to pupils with a disability	<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	<ul style="list-style-type: none">• Update and maintain signage relating to information.• Senior leaders and key teaching staff to receive braille training.	<ul style="list-style-type: none">• Pictures and symbol card key rings and literacy aids to be placed in all classrooms to support communication and delivery of information.• Staff to be trained on braille in anticipation that pupils who require braille can have full access to information and the curriculum.	<p>Executive Principal</p> <p>Executive Principal</p>	<ul style="list-style-type: none">• Signage maintenance ongoing. • Braille training completed by July 2022	<ul style="list-style-type: none">• Increased understanding of communication aids available to staff to help support delivery of information to pupils.

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

