

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 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 • 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 	<p>Short-term: staff planning evidences personalized learning. Resources are SEN-specific and are regularly reviewed.</p> <p>Medium term: curriculum progress is monitored half-termly and targets reviewed as appropriate.</p> <p>Long term: Annual curriculum reviews evidence a growing resource base supporting disabled students. A specific progress tracker for these students</p>	<p>Subject Leads to ensure full differentiation and personalised learning programmes.</p> <p>Planning to be monitored and lesson observations undertaken.</p> <p>Progress tracker to highlight the progress of disabled students.</p>	<p>Subject Leads</p> <p>Headteacher and Deputy Headteacher</p> <p>Deputy Headteacher</p>	<p>Half-termly commencing October 2021</p> <p>Termly commencing December 2021</p>	<p>Disabled students will demonstrate at least good progress and the curriculum review will demonstrate a broadening of the learning opportunities and experiences of the students.</p>

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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"> • Permanent ramp access to the school entrance • All facilities and rooms on one floor • A wide, c-shaped corridor giving access to all rooms • Multi-functional learning spaces • Access for all learners to outdoor spaces and to the fire evacuation area • A portable ramp allowing access to all but one learning area • Three vehicles suitable for the transportation of a folded wheelchair <p>Under development:</p> <ul style="list-style-type: none"> • Parking space at the front entrance to be designated as a disabled parking bay • Pupil toilet facilities to be made more accessible 	<p>In the short term, students are able to access all learning areas, with the exception of one classroom. This is easily rectified, however, with relocation to a classroom or intervention space.</p> <p>From the corridor, students currently have uninhibited access to the Art and PSHE classrooms, an intervention room, the dining area and toilet facilities near the reception.</p> <p>In the medium term, a space can be kept clear for disabled parking and grab rails fitted in the pupils' toilets.</p> <p>Long-term, facilities to include heat-triggered soap dispensers and grip-level taps. The parking space to be appropriately labelled and designated.</p>	<p>The addition of a rail to the entrance ramp</p> <p>Continued monitoring of classroom layout and creative use of space in learning areas</p> <p>Signage for a disabled parking space</p> <p>Provision of grab rails</p>	<p>The Headteacher, with support from the Health & Safety Ambassador</p>	<p>July 2022</p> <p>Ongoing</p> <p>December 2021</p> <p>December 2021</p>	<p>Subject areas uninhibited and accessible to the young people. The school entrance ramp to have the enhanced safety of a hand-rail</p> <p>Designated space established for disabled parking</p> <p>Facilities to be 'fully accessible'</p>

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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 • Colour overlays for dyslexic or sight-impaired pupils • Copies of pupil PEEPs, where applicable, to ensure student understanding of personal evacuation procedures 	<p>In the short-term, signage to be maintained and resources to be kept in excellent condition or replaced. Sensory toys, writing frames and subject-specific learning aids to support student learning.</p> <p>In the medium-term, appropriate banks of resources for all subjects to be collated for the benefit of disabled students.</p> <p>Long-term acquisition of kindles, with font/size alteration capability.</p>	<p>Checks on class resources and differentiated planning/delivery.</p> <p>Subject Leads to collate resources, including those gleaned from their respective colleagues in other Horizon schools.</p>	<p>Deputy Headteacher</p> <p>Subject Leads</p> <p>Headteacher</p>	<p>Half-termly checks commencing September 2021</p> <p>July 2022</p> <p>July 2022</p>	<p>Students will have:</p> <p>Access to clear information to the benefit of their safety, learning and ability to navigate the building.</p> <p>Disabled students benefit from an ever-broadening resource base that meets their needs</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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