

# Accessibility Policy and Plan



<b>Reviewed by:</b>	Headteacher	<b>Date:</b> August 2021
<b>Approved by:</b>	MD Education Services	<b>Date:</b> August 2021
<b>Next review due by:</b>	August 2022	
<b>Policy ref:</b>	OPED24	
<b>Version:</b>	1	

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	5
5. Links with other policies .....	5

---

### 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"> <li>• Our school offers a differentiated curriculum for all pupils</li>   <li>• Targets are set effectively and are appropriate for pupils with additional needs</li>   <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>To ensure the curriculum diet is appropriate to the individual needs of the pupils ensuring engagement within lessons</p> <p>To set individual targets for pupils to address any additional needs</p> <p>To enable them to access the curriculum that is appropriate for the individual pupil.</p> <p>To ensure pupils achieve qualifications suitable for their further development in life.</p> <p>All pupils gaining a post 16 placement on moving into independence/</p>	<p>Closely monitor engagement of pupils and when needed implement appropriate interventions to meet their needs.</p> <p>Outdoor area to be developed for the teaching of practical subjects e.g. gardening</p>	All	Ongoing	<p>Pupils progress and pupils retaining information, further knowledge gained.</p> <p>Outdoor area will be developed so that pupils are able to engage with a variety of gardening activities</p>

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
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"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Resurfacing of garden area at the front of school</p> <p>Tarmac replaced for smooth entry into school on front entrance</p>	Ensure this is monitored and maintained to continue	Rebecca Hill Gary Law	Ongoing	School grounds will have been developed.
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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Picture signage</li> <li>• Colored overlays</li> <li>• ICT adaptation where needed</li> </ul>	<p>To ensure pupils needs are met.</p> <p>To remove barriers to learning to ensure all can access the curriculum.</p>	Pupils targets evaluated in the form of data collection, teacher input, regular meetings and feedback to the LA in annual reviews.	Rebecca Hill Tracy Jenkins	Ongoing	<p>Actions identified in the review will be implemented to improve pupils' communication skills.</p> <p>Pupils confidence improved and enabling them to access the curriculum.</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

DRAFT

DRAFT