

Accessibility Policy and Plan

Aspire Learning



Reviewed by: Headteacher **Date:** September 2024

Approved by: MD Education Services **Date:** September 2024

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1. Introduction

This policy shows how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

2. Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum, and information and
- full participation in the school community.

3. Principles

- Compliance with the Equality Act is consistent with our setting's aims and equality policy.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability.
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality.
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

4. Increasing Access

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

5. Improving Access

This includes improvements to the physical environment of the school and physical aids to access education.

6. Improving Delivery

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks, and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

7. Financial Planning and Control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

8. Approval

This policy will be reviewed as a minimum annually by the headteacher. At every review, the policy will be approved by directors.

Appendix 1: Accessibility plan

School Accessibility Plan						
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	<i>Our curriculum is subject to an ongoing review to ensure that it meets the needs of all our pupils.</i>	Pupils make accelerated progress because of targeted help. (Ongoing)	Purchase and training in intervention strategies.	Head teacher	Reviewed annually	The curriculum is currently reviewed in light of pupil needs and requirements and is fit for purpose to meet these needs
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	Staff are aware of levels of pupil's learning and their next steps	Regular assessments of pupil needs and levels to ensure that their needs are being met by the curriculum.	Head teacher	Ongoing reviews	Pupils' progress trackers will show improvement.
	<i>Targets are set effectively and are appropriate for pupils with additional needs.</i>	Pupils enjoy and flourish studying practical subjects. (Long term)	Foster a positive relationship with pupils to gain a greater understanding of the support required to help them achieve.	Head teacher	Ongoing reviews	Pupils will achieve greater number of qualifications of increasing demand and value.
Pupils: Ensure access to learning Parents carers and other professionals: Ensure engagement in	<i>Review of site and physical environment to ensure that pupils can access activities on site</i>	External classrooms with ramp access enable class-based learning. Ground floor classroom accessed from playground to avoid	Regular review and assessments of wooden decked area to ensure safe access is maintained.	Headteacher/maintenance team	Termly H&S inspection	Parents, carers and other professional with mobility issues, are able to take part in meetings and events. Pupils' learning is unhindered by any mobility issues

events/ meetings on site		steps at main entrance. (NB can be used for adults to access main building allowing access to visitor's room adjacent to main office.				
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