



## **Accessibility Plan**

**Approved by:** Ross Li-Rocchi **Date:** October 2019

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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.

This 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan. This will be reviewed and monitored as required.

### 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

*The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.*

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p><i>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 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.</i></p>		On-going review and adaption of resources to meet needs	Assistant Headteacher/SEND CO as required		Students have full access to the curriculum
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> <li><i>• Ramps</i></li> <li><i>• A lift to first floor</i></li> <li><i>• Corridor width</i></li> <li><i>• Disabled parking bays</i></li> <li><i>• Disabled toilets and changing facilities</i></li> </ul> <p><i>We will have formal discussion with students/parents/carers joining us with needs and try to address any issues within the school Site that impact on access.</i></p>	Ensure escape routes are accessible	Ensure there is an escape plan from all areas that is accessible Further EVAC chair and training for staff to be provided	Estates Manager	August 2020	Suitable escape plans for all pupils from all areas.
Improve the delivery of information to pupils with a disability	<p><i>Our school will use a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li><i>• Internal signage</i></li> <li><i>• Large print resources</i></li> <li><i>• Braille</i></li> <li><i>• Induction loops</i></li> <li><i>• Pictorial or symbolic representations</i></li> </ul>	Ensure provision of appropriate materials as required by pupils	Act on any issues raised asap	Appropriate staff depending upon resource required e.g. Large Print could be Reprographics or provision of large print books?	As required	Pupils able to access the site and curriculum

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but will be reviewed and updated more frequently as necessary.

It will be approved by the Head of School.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	None		
Corridor access	Access suitable for size of school	None		
Lifts	1	Access controlled and limited to those with needs		
Parking bays	Provided	None		
Entrances	Access is suitable	None		
Ramps	Front of School access is provided by a permanent slope	None		
Toilets	Suitable numbers around the school	None		
Reception area	Bright area and seating provided	None		
Internal signage	Limited signage	Will adapt as necessary to meet needs		
Emergency escape routes	All signposted and within legislation	Monitored by Site team	Estate Manager	ON-going review