



Accessibility Plan

Core Values

Readiness

Resilience

Respect

School Values

Compassion
Collaboration
Courage
Aspiration
Independence
Kindness
Confidence
Responsibility
Honesty

Approved: Summer 2021
Review: Summer 2022

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 School's Equalities Statement is being revised and this policy will reflect the commitments made.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use specific resources tailored to the needs of pupils who require support to access the curriculum • Literature used to support learning is carefully considered to ensure it celebrates and depicts diversity including people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • The curriculum is reviewed to ensure it meets the needs of all pupils • Parents/Carers play an active and informed role in their child's education through platforms such as Showbie and Evidence Me. 	<p>Purchase keyboards for use by pupils with diagnosed Literacy difficulties Ensure all new staff receive training in supporting pupils with disability to access the curriculum Investigate further training for existing staff Continue to buy books which celebrate diversity Regular reviews of the curriculum and it's accessibility for pupils with a disability Monitor use of Evidence Me and Showbie for pupils with a disability to ensure parents are informed and active in this process.</p>	<p>SL/HG HG HG MW/SK AJ/HG HG/RS</p>	

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Use of staff car park as appropriate • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Discussions on improving access regularly discussed at Premises Team meetings • Improved toilet facilities for KS2, removing doors and enlarging doorways • All signage clear and accessible 	<ul style="list-style-type: none"> • Build ramp to Faulkner Street entrance • Access around the building is constantly reviewed • Investigate effectiveness and use of induction loop for school office • Regular communication about issues arising in newsletters and staff briefings 		
<p>Improve the delivery of information to pupils with a disability</p>	<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 • Braille • Induction loops • Pictorial or symbolic representations 			

4 Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

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
-