



# Accessibility Plan and Policy

Date approved:	June 2021
Approved by:	Trust Board
Review date:	June 2024

## 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 is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs and a commitment to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

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.

## 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.

### 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 <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/ additional needs	Our school offers a differentiated curriculum for all pupils.	Differentiation to remain embedded in all teaching.	As part of all planning a continued focus on differentiation for the needs of individuals.	Class teachers	On going	Pupils able to access the curriculum and make appropriate progress.
Increase access to the curriculum for pupils with a disability/ additional needs	The school uses resources tailored to the needs of pupils who require support to access the curriculum.	To improve the provision of sensory resources	Purchase a wider range of sensory play and learning resources.  Purchase further resources to improve writing, posture in writing and focus while sitting.	SENDCO	On going	SEN children now benefit from using a range of sensory resources.  Children with additional physical needs are using the resources as part of their development programme.

Increase access to the curriculum for pupils with a disability/ additional needs	The school uses resources tailored to the needs of pupils who require support to access the curriculum.	To embed the use of the sensory activities for pupils with such additional needs	Review the children accessing the sensory room to include with children with un diagnosed needs.  Staff training in supporting children with sensory needs.	SENDO	Sep 2021  Sep 2021	Sensory circuit is available for use in the main courtyard.  Staff trained in how to support children with sensory needs.  Individual intervention plans in place for children with sensory needs.
	Curriculum progress is tracked for all pupils, including those with a disability.	Progress data is to be used for planning and setting further goals.	Regular review of pupil progress data.	SLT and SENDCO	Regular reviews	Progress of pupils is as good as, or better than other pupils.
	Targets are set effectively and are appropriate for pupils with additional needs.	Provision plans are used for planning and setting further goals.	Regular review of pupil progress data.	SENDCO class teacher  Specialist external staff, eg EITS, SALT, EP, ASD outreach	Regular reviews	Next step goals are reviewed with professionals
	Learning outside of the school enriches the curriculum for the	Embed learning outside of the school	Planned learning experiences to advance life skills and social	SENCO  Class teachers	On going	Child engaged with learning experience as they work toward

	child		communication in line with individual provision plan targets.	1:1 TAs		their individual targets.
	Children with auditory needs are supported so they can access the curriculum.	Embed routines of positioning children appropriately in learning spaces.	Staff to be guided by specialist Sensory team to how to support the individual needs of pupils.	SENCO Class teachers Specialist sensory outreach	On going	Children enabled to access the curriculum at all times.
Enable children who are reliant on medicines to be safely in school.	Staff familiar with medical needs of children including the inhaler user/asthma lists.  School nursing service and specialist trainer supports the process of reviewing medical care of individuals.	All staff to be appropriately trained to support children's medical needs.  Individual health care plans in place	Training for class based staff to deliver medicines for chronic conditions by the specialist nurse and First aid trainers,		Ongoing,	Staff confident to recognise symptoms, conditions, to deliver medications  Individual health care plans in place
Increase a child's ability to engage with the curriculum and school life.	Staff familiar with the needs of children in their care.  Staff supported by the SENDCO and external specialist staff.	Improve staff's skills in supporting autistic spectrum children in and out of the classroom.	Staff training so all teachers and class support staff are able to more fully meet the needs of children with ASD needs	Sendco and SALT staff	On going	Increase in access to the curriculum and ability to support children around school.
Increase a child's ability to engage with the curriculum	Staff familiar with the needs of children in their care.	Improve staff's skills in supporting children with mental health needs.	Staff training so all teachers and class support staff are able to more fully meet the needs of children with	SENDCO	On going	Staff more able to recognize and respond to the needs of pupils and to know how to seek specialist help for

and school life.			mental health needs.			the child or themselves.
Improve and maintain access to the physical environment	The environment is adapted to the assist people accessing the building, by the ramped entrance to the main building.			SLT		Currently the main playground is not accessible by a wheelchair
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Large print resources Pictorial or symbolic representations	Embed the use of appropriate communication methods according to need.	Staff aware how appropriate communication resources can support the needs of individuals.  Staff to refer to specialist reports.	SENDCO	On going	Pupils able to access key information
Improve the delivery of written information to families who need documents to be read to them	School staff supports families who have difficulties engaging with written communication	Embed the practice of supporting families	Office staff and class teachers to be alert to such difficulties and to be ready to offer appropriate support	SLT/ SENDCo/Admin team	Immediately and then on going, being pro active	Delivery of information to disabled pupils and parents improved

#### **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 Trust 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