



Hope, Kindness, Courage, Integrity, Trust, Respect, Responsibility and Resilience

## **ACCESSIBILITY PLAN**

Policy Date: October 2018

Last updated: October 2020

Date review due: October 2023

Portfolio Group responsible: Resource, Risk and Audit

SLT responsible: Business Manager

Origin: Business Manager

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Action plan .....	4
4. Monitoring arrangements .....	6
5. Links with other policies .....	6
Appendix 1: Accessibility audit.....	7

---

### 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.

Our school values are: Hope, Kindness, Courage, Integrity, Trust, Respect and Responsibility.

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

Our school is brand new and is referenced with the SEND report which covers access to curriculum and support. The curriculum statement also includes accessibility arrangements.

### 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.

<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>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils which is reviewed annually.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Academic progress is tracked for all pupils, including those with a disability and the curriculum is adapted accordingly</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Curriculum resources include examples of people with disabilities</p> <p>Ensure disabled students are given the opportunity to participate in extra-curricular activities</p> <p>Opportunities for students, staff and parents to participate in Academy management and governance (for example Academy Councils) and consider how disabled people may be encouraged to participate are reviewed annually.</p>	<p>Identify potential gaps with the SENCO.</p> <p>Support departments find appropriate resources where there are gaps</p> <p>Review current extra-curricular provision to ensure that it is accessible to all.</p> <p>Actively encourage disabled students to attend, providing additional adult support if required.</p> <p>Ensure physical environment enables participation</p> <p>Ensure that opportunities for participation are made available in a range of formats.</p>			<p>All students able to access appropriate curriculum.</p> <p>Disabled students report that there are no academy barriers to them participating in extra-curricular activities.</p> <p>Stakeholders with disabilities report that they do not feel that they are excluded from participation as a result of their disability.</p> <p>Stakeholders with disabilities participate actively in the management and government of the academy.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Dropped kerbs</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Accessible height tables available in curriculum subjects</li> </ul>		<p>No further action required as all areas accessible due to new building.</p>			
<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.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Braille on accessible doors</li> </ul>	<p>Review the range of communication methods.</p> <p>Use the academy's online information management system to highlight students who have a disability. Use this data to highlight who need specific timetable arrangements so they won't be disadvantaged.</p>	<p>Internal signage</p> <p>Large print resources</p> <p>Induction loops are installed in the new school in the main hall and sports hall.</p>			

## **4. Monitoring arrangements**

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be monitored through the Premises portfolio Group of the Local Governing Body.

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

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

- Health and Safety
- Curriculum Statement
- Equal Opportunities and Diversity
- CPD
- SEND and Safeguarding
- Special Educational Needs
- Behaviour Policy
- Academy Improvement Plan
- Asset management Plan
- Academy Prospectus
- Teaching and Learning Policy
- Homework Policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	PE Block – 2 Main Block – 3 Art/DT Block - 3	None required		
Corridor access	Wide, with no obstacles	None required		
Lifts	3	None required		
Parking bays	4 marked disabled bays closest to main entrance	None required		
Entrances	1 Main entrance for public access during academy hours 4 Student entrances	Ensure that safeguarding procedures are always initiated with regard to access to the site.	Site staff	Ongoing
Toilets	Accessible toilets available on all levels in PE and Main Block. One available in Art/DT Block	None required		

Reception area and Student Entrance	Wheelchair friendly	None required		
Emergency escape routes	Evac chairs by all upstairs escape routes Plan for managing the evacuation of wheelchair users	Evac chair refresher training for key staff		Ongoing