



Accessibility Plan

Author	E Cruse	Source	The Key
Approved By	Local Governing Board	Status	Statutory
Last Review	June 2024	Next Review	June 2027

Details of Policy Updates

Date	Details
09/06/24	Plan reviewed and updated to reflect current requirements.
09/06/24	For those students with a hidden disability, develop an individual risk assessment, through an assessment of need.

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 physical environment of the school to enable disabled parents and carers to visit the school.
- Improve the availability of accessible information to disabled pupils
- Improve the availability of accessible information to disabled parents and carers.

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. It does not mean treating everybody the same.

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, in particular where this relates to the work of any local authority that has placed pupils in our schools.

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.

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.

Aim	Current good practice	Person responsible	Further Actions
To implement and maintain a monitoring system to support students with a disability	Maintain a register of children with a disability Monitor patterns of attendance Monitor participation in off-site activities Record student achievements For those students with a hidden disability, develop an individual risk assessment, through an assessment of need.	SENDCo	No action required.
Increase access to the curriculum for students with a disability	The school offers a differentiated curriculum for all students. The curriculum is reviewed annually to ensure it meets the needs of all students. Staff have access to SEND resources, which are tailored to the needs of students who require support to access the curriculum Staff are aware of needs and resources specified on student’s EHCPs and plan accordingly Curriculum resources include examples of people with disabilities. PSHE curriculum reviewed to ensure disability awareness is taught effectively	Headteacher SENCo	For more information see SEN policy.

<p>Improve and access to the physical environment.</p>	<p>The environment is adapted, or will be adapted, to the needs of students as required</p> <p>Parents/carers are consulted about access needs during transition/when a child is admitted to the school.</p> <p>The buzzer entry to the school gates can be accessed from a car.</p> <p>The main reception entrance to the school is accessible via a step.</p> <p>The foyer entrance to the school is accessible via a ramp. Prior notification of arrival to ensure that the visitors are met at the foyer entrance</p> <p>Dedicated visitor parking spaces are available.</p> <p>Disabled toilets are available.</p> <p>A lift is available in both buildings</p> <p>A medical room is available on the ground floor.</p>	<p>Estates team Office staff</p>	<p>No action required</p>
<p>Improve the delivery of information to students and parent/carers with a disability</p>	<p>Internal signage</p> <p>Large print resources</p> <p>Pictorial or symbol representations.</p> <p>Training for Teachers, LSAs, governors about disability issues.</p> <p>The curriculum is differentiated.</p>	<p>Headteacher</p>	<p>No action required</p>
<p>To have emergency evacuation plan for people with a disability.</p>	<p>Personal and/or egress plans are in place and practiced as part of fire drills</p>	<p>Fire Marshalls</p>	<p>No action required</p>

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 Local Governing Body.

5. Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) Statement for Publication
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy