Accessibility plan

Approved by: Local Governing Body	Date: January 2023
Last reviewed on: January 2023	
Next review due by: January 2026	

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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 and disabled family members to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils and disabled families and families who are prevented from accessing information due to a particular need

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 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.

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.

Improve access to the curriculum				
Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	• Teachers to consider the needs of all pupils in their class when planning lessons and to adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc. • Ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs – staff to use Target Tracker and Pupil Plans to access information • SENCO to offer planning support for teachers to ensure they are well-equipped to meet their pupils' needs. • SENCO to conduct regular learning walks to ensure that all lessons are inclusive, providing advice to teachers to ensure that they can further meet pupils' needs. • TAs who regularly work in-class with key pupils to ensure that their support and adjustments are reviewed regularly and suitable to meet their needs. • TAs have access to pupil passports to ensure that they are aware of key targets of all SEND learners.	Ongoing	All staff SENCO	All pupils access the curriculum provided fully. Structured conversations as appropriate take place with parents/carers. Additional resources / aids / scaffolds are provided for key pupils to enable them to access the learning.
Ensure teaching and learning methods and environment support children with specific difficulties, including speech and language, hearing/visual impairment, selective mutism,	• Training is provided by the Trust Ed Psych for all staff to support pupils with emotional and behavioural needs • Staff refer to training around selective mutism and SALT to support pupils with specific difficulties • Clear interventions in place for specific pupils from trained	July 2022 Ongoing	HT/SENCO/All staff	All Staff are confident in strategies to support pupils with emotional and behavioural needs.

physical disabilities, emotional and behavioural needs.	professionals as well as interventions delivered by trained TAs in school	Ongoing		Interventions for pupils with specific needs, enable those pupils to access the curriculum.
	•Classroom environments effectively allow pupils with additional needs to access the curriculum with teachers and TAs using appropriate strategies.	Ongoing		A variety of strategies are used to effectively enable pupils to access the curriculum.
Plan all out-of-school activities to ensure inclusion and participation of whole range of pupils	• Review all out-of-school provision to ensure compliance with current legislation •Pre-preparation meetings with parents and carers to make all necessary additional arrangements such as transport etc. • Pupils openly encouraged to join clubs. • Risk assessments written where required • Provision within PP budget to support cost of trips to ensure that all children can participate • Hardship funds provided by the Trust are accessed where appropriate	In response to need	HT/SENCO	All pupils fully access the curriculum provided.
Ensure all students can access public examinations and statutory assessments	• Access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming etc.	For all SATs	HT/SENCO	All Students can fully access SATS.
Improve access to information				
Website is compliant with statutory regulations	•Annual website audit undertaken alongside nominated school governor • Use of Trust schedule of policies to also ensure all policies are up to date and accessible	Annual Check	HT/SLT	Compliant website
To improve awareness of alternative formats for sharing information	•Using a variety of formats for communication, including Class Dojo, newsletter and post where necessary. •Ensure all parents/carers are aware that the school can provide communication in large text, via telephone/meetings to meet needs.	Ongoing	Admin staff	All parents/carers become aware of alternatives available and how these can be accessed

	Check that correspondence sent home is accessible in relation to reading ability language etc.			
Ensure information in all SEND reviews is accessible to all parties	Provide a choice of formats for children's parents/carers to provide views on reviews	Ongoing	SENCO	Parents/carers have choices about how they are communicated with and how they provide their points of view.
Improving physical access				
To be aware of the access & meeting needs of all children, staff, governors and parents/carers Ensure all staff & governors and other volunteers/visitors to the Academy are aware of access issues	Gather data on access needs as soon as a child begins at the Academy Create access plans for individuals as required Written annual reminder to parents, carers to let us know if they have problems with access to areas of the Academy. Include the accessibility plan as part of induction	Annually or as required September (annually) As required	HT	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Further improve outdoor lighting to ensure safe access during winter months	Obtain quotes for additional lighting to improve outdoor lighting situation.	September 2023	HT/Premises officer	Improved outdoor lighting which ensures safe access and exit for all.
Improve accessibility at the rear of the school where tree roots have damaged the pavements.	Gather quotes with involvement of CMAT and complete repair work to pavement.	June 2023	HT/Premises officer	Improve accessibility to rear of the school for all.
Improve accessibility to the school hall to ensure all areas of the school are accessible to all.	Investigate options and obtain quotes for improving disabled access to the school hall. Explore funding options and/or budget plan in place	Ongoing	HT with support from CMAT	Options are clear with costings provided. Clear timescale for works established and accessibility is gained to school hall.
Ensure that the Academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure that actions from the Fire Safety audit are complete.	Ongoing	HT/Premises officer/CMAT	All personnel and children have safe independent exits from Academy
Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled/temporarily injured children/staff.	As required	HT	All children and staff have a PEEP in place and are safe in the working environment.

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 Governing Board.

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) 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				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				