

Policy title	Accessibility Plan
Agreed by Trust Board (Date)	
Signed by Chair of Trust (Date)	
Date reviewed	
To be reviewed date	Spring 2021

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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 to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our schools aim to treat all their pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The accessibility plan is drawn up in consultation with a range of stakeholders. It aims to improve the accessibility of provision for all pupils, staff and visitors/users of the schools. It should be read in conjunction with the Trust/Schools Development Plans

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.

As our schools are for pupils with severe and complex Special Educational Needs, issues regarding providing access for pupils have been largely addressed. Pupils are able to access the curriculum as it is planned with their SEN central to the process. The use of communication systems including visual, ICT based and signing systems improve the delivery of spoken and written information for the pupils.

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 <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	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include specially adapted activities suitable for the cohort of pupils attending the school.</p>	Continue to evaluate the current curriculum and further develop the assessment systems to include the findings of the Rochford Report	<p>Review of current curriculum taking place 2015-18.</p> <p>Review of Assessment systems</p>	<p>Lara Parr</p> <p>Tracy Edmondston</p>	<p>July 2018</p> <p>July 2018</p>	

	<p>Curriculum progress is tracked for all pupils,</p> <p>Individual Targets are set effectively and are appropriate for pupils (pupils Individual pupil records and Individual progress targets)</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils and is developed around a creative model for pupils with severe and complex SEN.</p>					
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils with severe and complex needs and is fully accessible. .</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Hoists (ceiling and movable)</i> 	<p>To continue to develop the environment to house a ceiling hoist in most classes as</p>	<p>Premises development planning</p>		<p>ongoing</p>	

	<ul style="list-style-type: none"> • <i>Elevators where required</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities (pupil and staff)</i> • <i>School minibuses</i> 	<p>appropriate</p> <p>Continue to develop the schools outdoor learning environments at Lower and Upper School to enable more access to physical and sensory activities outside</p>	<p>Playground planning and developments across the school .</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Large print resources</i> • <i>ICT based communication systems</i> • <i>Signing</i> 	<p>Continue to develop Makaton signing for staff</p>	<p>Regular training by the schools Regional Makaton Trainer.</p>		<p>ongoing</p>	

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| | <ul style="list-style-type: none">• <i>Visual strategies and resources</i>• <i>Pictorial or symbolic representations</i> | | | | | |
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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 CEO and CFO.

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) Policy
- Supporting pupils with medical conditions policy
- School Development Plans

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 at Lower school GD	Ensure lift maintenance effective.	Facilities manager and Caretaker	
Corridor access	Ensure clear of obstructions and accessibility equipment stored tidily	All staff to ensure this on a daily basis.	All staff	Daily
Toilet and changing areas	Ensure fit for purpose and fully resourced for use.	Staff members to be responsible to topping up resources and reporting on any issues	Agreed staff from each class.	Weekly

Parking areas	Marked disability parking areas – Upper school Only	Look at the possibility for lower school	Facilities manager	
Outside and inside environments	Ensure clear and tidy and free from obstructions	Caretaker to do daily walk around in the early morning		