



## Accessibility Policy

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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 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.

**Equality and equity for all underpins our core values.** We hold the IQM Quality Mark and have been externally moderated to gain the Centre of Excellence, as we share and showcase good practice as part of our **Initial Teacher Training offer.**

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, diversity and inclusion** with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We work closely with the **Physical Impairment, and Visual Impairment Teams**, Sensory Specialist Teachers and SSSEN to ensure that any adaptations/resources are provided for individual needs.

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.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, other professionals and governors of the school.

## **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	<i>Our school offers a differentiated curriculum for all pupils.</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>Curriculum resources include examples of people with disabilities.</i> <i>Curriculum progress is tracked for all pupils, including those with a disability.</i> <i>Targets are set effectively and are appropriate for</i>					

	<p><i>pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>All outdoor areas including forest schools and the STEM Hive are easily accessible for wheelchairs and for 'cruising'.</i></p>					
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li><i>• Ramps</i></li> <li><i>• Disabled parking bay</i></li> <li><i>• Disabled toilets and changing facilities</i></li> <li><i>• All outdoor areas including forest schools and the STEM Hive are easily accessible for wheelchairs and for 'cruising'.</i></li> </ul>					

<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"> <li>• <i>Internal and external signage including communication boards</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>					
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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 Governing Body.

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

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

- Risk assessments
- Health and Safety Policy
- Equality Policy
- Special Educational Needs (SEN) Information Report
- Intimate & Personal Care Policy
- Medicines & First Aid Policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single			
Corridor access	n/a			
Lifts	n/a			
Parking bays	1 bay for disabled parking			
Entrances	Flat at parents/children entrance, ramp into the office, rotunda and STEM Hive			
Ramps	Yes all done for wheelchair access			

Toilets	Accessible			
Reception area	Accessible			
Internal signage	All signposted			
Emergency escape routes	All signposted as required by Fire Safety Audit.			