



Accessibility Plan 2023-2024

APPROVING BODY	Headteacher
DATE APPROVED	September 2023
VERSION	Version 3
SUPERSEDES VERSION	Version 2
REVIEW DATE	September 2024
FURTHER INFORMATION / GUIDANCE	Equality Act 2010 Department of Education (DfE) Guidance for Schools on the Equality Act 2010 Special Educational Needs and Disability (SEND) Code of Practice

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 students can participate in the curriculum

- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students 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.

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

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.



Equality and Achievement

Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Increase access to the curriculum for students with a disability	
Current good practice (include established practice and practice under development)	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.
Objectives	To set up a specialist provision for students who are unable to access the curriculum in ALL mainstream lessons.
Actions to be taken	<ul style="list-style-type: none"> Investigate and source resources to provide access and challenge for suitable students. Baseline assess students on entry to the school.
Person Responsible	Assistant Headteacher/SENCO
Date to complete actions by	Ongoing
Success Criteria	Provision in place.

Improve and maintain access to the physical environment	
Current good practice (include established practice and practice under development)	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> Elevators. Corridor width. Disabled parking bays. Disabled toilets and changing facilities. Library shelves at wheelchair accessible height. Adjustable height desks in rooms including practical rooms.
Objectives	To ensure that any dangers associated to the site in relation to a visually impaired student joining the school are addressed.
Actions to be taken	<ul style="list-style-type: none"> Meeting with current visually impaired teacher to assess student needs. Visit by the student and parent prior to joining the school. Risk assessment to be undertaken notifying identified risks and measures being put in place. Contact with the Local Authority visually impaired team when necessary.
Person Responsible	<ul style="list-style-type: none"> Assistant Headteacher/SENCO Assistant SENCO
Date to complete actions by	Ongoing.

Success Criteria	Student can safely access and move around the school site.
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All student requirements are currently addressed but the school will continue to assess the needs of any student joining the school with a disability to ensure that the delivery of information is amended accordingly.

Improve the delivery of information to students with a disability	
Current good practice (include established practice and practice under development)	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> Internal signage. Large print resources. Pictorial or symbolic representations.
Objectives	To ensure that all staff are aware of the needs to ensure that information can be fully accessed by a student joining the school with a visual impairment.
Actions to be taken	<ul style="list-style-type: none"> Explore speech recognition technology through the guidance of the visually impaired team and former teacher which may include technology to act as a reader for the student/access to e-books in larger font. To assign a Teaching Assistant with knowledge, skills and experience in visual impairment to the student. All staff to be made aware that resources and information linked to Year 7 students must be suitably modified. Lesson handouts to be provided where the student cannot view projected information. Seating plans to give consideration to the student.
Person Responsible	<ul style="list-style-type: none"> Assistant Headteacher/SENCO Assistant SENCO All staff
Date to complete actions by	Ongoing.
Success Criteria	Student with visual impairment to be able to access all information issued and linked to the Year 7 cohort.

Monitoring Arrangements

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

It will be approved by the Headteacher with the Local Academy Board and Senior Leadership Team.

Links with other Policies:

This Accessibility Plan is linked to the following policies and documents:

- Health & Safety Policy
- Equality and Diversity Policy
- Special Educational Needs (SEN) Information Report
- Supporting Students with Medical Conditions Policy



Equality and Achievement

APPENDIX ONE – 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				