



# Accessibility Policy

September 2023

Next Update: September 2024

Approved by: Chair of Trustees

Principal: Neil Bain

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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 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.
- To allow access to disabled visitors and staff so they may also have access and opportunities without discrimination.

Our school aims to treat all its students, staff and visitors fairly and with respect. This involves providing access and opportunities for everyone 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Trustees, Staff, Students and parents.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 Situation	Action	Proposed Plan	Responsibility	Timeframe	Outcome
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all of the students,</li> </ul>	<ul style="list-style-type: none"> <li>Our students are individually screened for literacy difficulties, and issues will be addressed through a literacy intervention program.</li> <li>All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.</li> <li>As the school grows in size, continue to recruit specialist support staff to ensure that we have the expertise and capacity within the team to provide the support that our disabled students need.</li> </ul>	<ul style="list-style-type: none"> <li>Screen students and then plan intervention accordingly. Train specialist support staff to deliver the intervention scheme</li> <li>Plan and deliver bespoke training opportunities with outside agencies.</li> <li>Continually review the needs of our students to identify the staff we require at the next recruitment as the need arises</li> <li>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.</li> </ul>	Literacy specialists	Ongoing	All students with a significant literacy difficulty will have an intervention in place. This will have a demonstrable impact on progress and attainment
				SENCO	Ongoing	Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.
				SENCO Subject Leaders	Ongoing	
				Research electives which are suitable for students with a disability Recommendations from OT and PT services will be actioned. Alternative strategies should be adopted if necessary.	Ongoing	The Learning Support team is appropriately staffed with people with the right knowledge to support our students effectively.  Students will make better progress.

Aim	Current Situation	Action	Proposed Plan	Responsibility	Timeframe	Outcome
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students (and staff) as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Yellow warning strips on stairs and curbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.</li> <li>• Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room.</li> <li>• Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Collate information from feeder primary schools and external agencies to ensure that the necessary equipment is purchased in time for September 2022.</li> <li>• If the needs of the disabled change unexpectedly, necessary provision can be provided speedily.</li> </ul>	Board of Trustees SENCO	September 2022 Ongoing	Students and staff will have full access to the physical environment of the school.

Aim	Current Situation	Action	Proposed Plan	Responsibility	Timeframe	Outcome
Increase access to the curriculum for students with a disability.	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	To allow students with specific disabilities to make informed decisions, to provide inclusive access to all provisions and activities taking Place in the school.	Staff to draw attention to these communication activities and ensure the students use them regularly. Update communications systems as new technology becomes available.	SENCO All Staff IT	September 2022 Ongoing	Confident use of communications methods by students. Increased success in access to school activities and premises.
Improve access of information available to parents of SEN students	Website is updated with current information for parents. Specific students with disabilities will be informed of changes to access provision by email, telephone call or face to face meetings with relevant staff.	Parents of students with SEND to be given opportunities to have an increased voice within the school and the wider community.	A parent group to be developed.	Board of Trustees Principal SENCO	Ongoing	Begin in September 2022 Ongoing

## Appendix 1: Accessibility audit

1. Physical Access					
Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				Yes
2	Are Pathways and routes logical and well signed?				Yes
3	Do you have emergency and evacuation procedures for specific students with a disability?				Yes
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Yes – technology is provided where necessary, as well as height adjusting furniture.
5	Do furniture layouts allow easy movement for students with disabilities?				Seating plans are used to ensure that students with disabilities are seated appropriately.
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes
7	Are car park spaces reserved for disabled people near the main entrance?				Yes

8	Are there barriers to easy movement around the site and to the main entrance?				No
9	Are steps needed for access to the main entrance?				No
10	Do all those steps have a contrasting colour edging?				N/A
11	If there are steps, is a ramp provide to access the main entrance?				There is an alternative ramped entrance near the main entrance.
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				Yes
13	Is it possible for a wheelchair user to get through the principal door unaided?				Yes
14	If no is an alternative, is wheelchair accessible entrance provided?				N/A.
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes
16	Do all internal doors allow a wheelchair user to get through unaided?				Not all. This will be reviewed when needed.
17	Do all corridors have a clear unobstructed width of 1.2m?				Yes
18	Does each block have a wheelchair accessible toilet?				Yes



28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				Yes
<b>2. Learning Access</b>					
Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular training will be provided on SEND. Assemblies will be in place to promote disability awareness.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				<p>Regular SEND training will be provided to all staff. Strong relationships exist with local providers e.g. NHS occupational therapists/physio therapists and</p> <p>Non visual guides are not provided as we have no need for them at present. Visual guides will be provided when need arises.</p> <p>No, but these can and will be purchased as and when required for students with a hearing impairment. at</p>
3	Do all staff seek to remove all barriers to learning and participation?				
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				

5	Are all children and young people encouraged to take part in music, drama and physical activities?			Yes, this is part of every students curriculum.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?			All staff have access to detailed profiles of need which outline the adjustments they need to make to allow access for individual students. Further exploration of alternative PE activities will be needed in consultation with Occupational therapy services.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?			Differentiation for students with SEND is explicitly requested as part of a lesson plan and seating plans must include and account for students with disability. Lesson observations and learning walks quality assure that this is taking place in every lesson.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?			Yes
9	Do you provide access to appropriate technology for those with disabilities?			Any specialist equipment is secured where necessary and is dependent on need.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?			All students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed.

11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.
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### 3. Information Access

Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format?				Teachers will work with support staff and external agencies to differentiate resources to include symbols, visual aids and simplified language where necessary.
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes, a number of students use laptops and/or iPads within lessons and all classrooms have projectors. We are reviewing the packages of IT support to allow better access to text reading and dictation software.
3	Do you ensure that information is available to staff, students and parents/carers in a way that is user friendly for all people with disabilities?				Our local offer will provide information on everything that we do as a school to support students with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we will hold regular parent/carer and student evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Board of Trustees and the Principal.

It will be approved by The Board of Trustees, and the Principal.