



Accessibility plan

Approved by:

Mandy Cheriton
Metcalf

Date: 08 02 2023

Last reviewed on:

08 02 2023

Next review due by:

Feb 2027

Contents

| | |
|--|---|
| 1. Aims | 2 |
| 2. Legislation and guidance | 2 |
| 3. Action plan | 3 |
| 4. Monitoring arrangements | 5 |
| 5. Links with other policies | 5 |

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 pupils with disabilities can participate in the curriculum.

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

Improve the availability of accessible information to pupils with disabilities.

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 and seeks guidance from our Local Authorities.

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 staff 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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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 | OBJECTIVES | 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 progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> | To ensure that the curriculum is reviewed to make sure it meets the needs of all pupils | Termly reviews of the accessibility of the curriculum to ensure it meets needs of the pupils. | SL KS | March 2023 | All pupils will be able to access the curriculum |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Disabled parking bays Disabled toilets and changing facilities. Library shelves at wheelchair-accessible height | To add a ramp for improved accessibility in through the main pupil access gate of the school. | Ramp designed and built. | KS PT | April 2023 | Ramp in place. |

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|--|--|--|--------------------|-----------------------------|--|
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations Coloured overlays following dyslexia assessment | <p>Ensure swift assessment of need when pupil comes on roll – delivering an accurate response to meet pupil need</p> | <p>Assess efficacy of assessment toolkits currently used.</p> <p>Match to EHCP objectives. Review.</p> | <p>SL</p> | <p>June 2023</p> | <p>Needs identified through EHCPs and additional assessments improve pupil access to the curriculum.</p> |

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 the headteacher and Proprietary Board.

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) information report
- SEND policy
- Supporting pupils with medical conditions policy