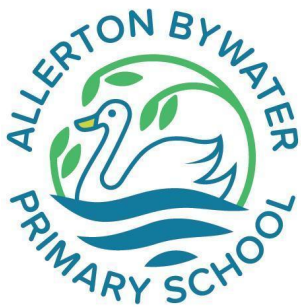


# Accessibility Policy & Plan



## *Monitoring and Review of this Document:*

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.

Approved 01/22



---

## Contents

1:	<i>Aims</i>	<a href="#"><u>2</u></a>
2:	<i>Legislation &amp; Guidance</i>	<a href="#"><u>4</u></a>
3:	<i>Action Plan</i>	<a href="#"><u>5-8</u></a>
4:	<i>Monitoring arrangements</i>	<a href="#"><u>9</u></a>
5:	<i>Links with other policies</i>	<a href="#"><u>9</u></a>

---

### 1: Aims

**Schools are required under the Equality Act 2010 to have an accessibility plan.**

Our school aims to treat all its pupils fairly and with respect and all children regardless of physical, medical, learning, emotional or sensory additional needs have full access to all areas of the curriculum with extra support as appropriate. This involves providing access and opportunities for all pupils without discrimination of any kind.

**The purpose of this plan, therefore, is to:**

- To increase the extent to which all pupils, including those with SEND (Special Educational Needs and Disabilities), can participate in the curriculum
- To improve the physical environment of the school to enable all pupils, including those with SEND, to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to all pupils, including those with SEND

We work within the guidance of the **SEND Code of Practice 2014**.

Our 'Managing Medical Conditions in School' policy has been shared with staff and appropriate relevant training identified.

Our school building is largely wheelchair accessible and we have a lift and disabled toilet facilities.

Any school and residential trips are planned to include all children whatever their additional needs to increase access to the curriculum for all pupils, including those with SEND

- Embedding B Squared assessment and target setting system



- Children requiring extra support are identified and appropriate support is allocated
- Provision for SEND children follows the assess, plan, do, review gradual response cycle
- We work with outside agencies including Interactions Speech and Language Therapists, Special Educational Needs Inclusion Team, Educational Psychologists and Behaviour Inclusion Workers. Also, the Visually Impaired and Hearing-Impaired Teams when appropriate
- Alternative methods of recording learning available

#### **To improve and maintain access to the curriculum for all pupils, including those with SEND**

- To ensure there is access to all areas of the school for all pupils, including those with SEND where possible
- To ensure the school environment is a safe place for all children
- Regular 'Health and Safety' audits/learning walks are carried out by school premises manager, head teacher and governors
- Where a child needs support in moving around school this is put in place
- All children have access to all activities within a school day including Breakfast Club, Tea Time Club and Extracurricular clubs
- Every school trip is covered by a risk assessment and where needed identified children are covered by an individual risk assessment
- Improvements to toilets, washing and changing facilities have been included in the new buildings
- Ramps and lifts to facilitate disabled access have all been incorporated in the new buildings

#### **To improve the delivery of information for all pupils, including those with SEND**

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings where appropriate. We ensure all resources are mat laminated for our visually impaired pupils
- use of visual timetables in all classes
- the school website ensures that all pupils, parents and carers have access to all documents relating to provision for all pupils, including those with SEND. Where appropriate this information is passed onto parents and carers in an appropriate form – enlarged print, appropriate font etc.

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. For example, support from the Brigshaw Learning Partnership Guidance and Support Team to ensure curriculum is accessible to all children and advice on compliance.

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 pupils, parents, 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 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 set out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim: Increase access to the curriculum for pupils with a disability</b>					
<b>Current good practice</b> Include established practice and practice under development	<b>Objectives</b> State short, medium and long-term objectives	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Our school offers a differentiated curriculum for all pupils.	QFT to be differentiated effectively	Ensure B Squared assessments and target setting are monitored and embedded Track progress data of all pupils on SEND register Individual learning plans and provision plans for all necessary pupils	SENCO & class teachers	End of the academic year	Termly B Squared assessments Data input for pupil progress meetings. 3 times yearly Plans reviewed and updated 3 times yearly
We use resources tailored to the needs of pupils who require support to access the curriculum.	Curriculum and resources to be scaffolded to individual needs EY SENIT Developmental Journal to be used	Ensure B Squared assessment and target setting are monitored and embedded SENDCo to complete regular learning walks to	SENCO & class teachers	Ongoing as Required	Accurate target setting Pupils making progress Scaffolding evident



	B Squared to be used to assess and target set for pupils making small steps of progress	ensure pupils individual needs are met. Check books for evidence of scaffolding.			
Curriculum resources adapted where required	Alternative methods of recording to be used where appropriate	Use of laptops and dictate software	SENCO, Headteacher, Deputy Headteacher & class teachers	Termly and half termly	Scaffolded provision in class evidenced in annotated planning
Curriculum progress is tracked for all pupils, including those with a disability.	To ensure data for all pupils is tracked through half termly pupil progress meetings and termly assessments (Out of year group PUMA and PiRA, BSquared, SENIT DJ)	Assessment and provision for SEND children monitored and tracked	SENCO & class teachers	Termly	Evidence of children demonstrating their learning in different ways
Targets are set effectively and are appropriate for pupils with additional needs.	To ensure assessment tools are used effectively to set accurate targets	Assessment and target setting monitored by Senco (Special Educational Needs Co-ordinator)	Headteacher & Deputy Headteacher	Half termly	Termly data reports on outcomes met/not met
The curriculum is reviewed to ensure it meets the needs of all pupils.	Curriculum reviewed half termly	Feedback on curriculum from pupils and staff			Evidence of curriculum reviews



<b>Aim: Improve and maintain access to the physical environment</b>					
<b>Current good practice</b> Include established practice and practice under development	<b>Objectives</b> State short, medium and long-term objectives	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</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> </ul>	<p>To ensure there is disabled access to all areas of the school when required</p>	<ul style="list-style-type: none"> <li>• Regular reviews of disabled access to the school buildings</li> <li>• Ensure parking bays and disabled toilets available for use</li> <li>• Facilities eg library shelves, light switches etc are at wheelchair accessible height where possible</li> </ul>	<p>Headteacher &amp; School Facility Manager</p>	<p>Ongoing</p>	<p>Evidence of learning walks</p>



**Aim: Improve the delivery of information to pupils with a disability**

<b>Current good practice</b> Include established practice and practice under development	<b>Objectives</b> State short, medium and long-term objectives	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"><li>• Internal signage</li><li>• Large print resources</li><li>• Pictorial or symbolic representations</li></ul>	To ensure communication in school is fit for all pupils and staff	<ul style="list-style-type: none"><li>• Review signage around school to ensure it is appropriate</li><li>• Use of visual timetables</li><li>• Large print resources/braille used where required</li></ul>	Headteacher, School Facility Manager & SENCO	Ongoing	Evidence of learning walks





#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

#### **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
- Supporting pupils with medical conditions policy