

# Accessibility Plan



## Contents

1. Aims
2. Legislation and Guidance
3. Action Plan
4. Monitoring and review
5. Links with other guidance or policies

Approved by:	Alan Horton
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Responsible for review:	DHT - Inclusion

## 1. Introduction and 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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

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.

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide. We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

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 will include a range of stakeholders in the development of this accessibility plan, once we have full access to the site. This is a draft based on our current knowledge, but a full review will take place alongside our development of the Estates strategy for the site and a review of the children and staff and stakeholders joining EKCSS in September as this plan must reflect their needs.

## 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. 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 Good Practice	Actions to be Taken	Person Responsible	Deadline	Success Criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all students, including those with a disability</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all students</p>	<p>Provide training for all teaching staff and Inclusion staff on how to adapt the curriculum to meet the needs of all.</p> <p>Ensure all Inclusion Practitioners are appropriately deployed.</p> <p>Audit the curriculum, including extra-curricular activities and trips.</p> <p>Provide staff training on target setting.</p> <p>Complete curriculum review.</p>	<p>SLT</p> <p>JLO</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>July 2024</p> <p>October 2024</p> <p>October 2024</p> <p>Annually</p>	<p>Increased access to the curriculum</p> <p>Needs of all students met.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students 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> </ul>	<p>Designated accessible parking</p> <p>Automatic doors fitted to main entrance are regularly maintained.</p> <p>Lifts are maintained.</p> <p>There is a clear route for disabled through our school, allowing access to all areas.</p>	<p>Business Manager and Estates Lead</p>	<p>Ongoing</p>	<p>No reported issues.</p>

	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> </ul>	<p>Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.</p> <p>Regular training for staff on correct use of equipment e.g. Health and Safety updates on Evac Chair</p> <p>Maintain wheelchair accessible toilets on all floors in each building</p>	<p>Business Manager and Estates Lead ,</p> <p>Business Manager and SENDCO</p> <p>Business Manager and Estates Lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Identified staff can use designated equipment.</p>
<p>Improve the delivery of information to students 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"> <li>Internal signage</li> <li>Large print resources</li> <li>Braille</li> <li>Induction loops</li> <li>Pictorial or symbolic representations</li> <li>Text to speech</li> </ul>	<p>Review all current publications and promote the availability in different formats when specifically requested</p> <p>Signs clearly indicate accessible parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception area</p>	<p>Business Manager and Office Administrator/ PA</p> <p>Business manager and Estates Lead</p>	<p>October 2024</p> <p>Ongoing</p>	<p>All students and visitors are able to access our communication and the school site.</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 SLT and approved by the governing board.

#### 5. Links with other guidance or policies

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

- o Health and safety policy
- o Equality information and objectives (public sector equality duty) statement for publication
- o Special educational needs (SEN) information report
- o Inclusion Policy