

## 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect reflecting our Christian ethos and vision. 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.

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, staff, parents and governors.

## 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 sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current Good Practice	Objectives	Action to be taken/by whom	Completion date	Success Criteria
Continue to improve the environment to ensure it is accessible	Adaptation for hard to reach areas have been built in which include: <ul style="list-style-type: none"> <li>o Ramps</li> <li>o Lifts</li> </ul> Other adaptations for the needs of learners: <ul style="list-style-type: none"> <li>o Corridor width</li> <li>o Disabled parking bays</li> <li>o Disabled toilet access</li> <li>o Electronic changing table</li> <li>o Accessible reception window</li> </ul> Coning off of disabled parking bays in car park adjacent to school so that pupils/ families with disabilities have easy access to school	To ensure that access equipment is serviced regularly to ensure that it is fit for use.  To ensure that collective responsibility is taken for the overall presentation of communal areas ensuring that they are clear of debris.	Annual service schedule to be monitored by ZC/CP  All D1 and C1 defects to be remedied within statutory timescales  Continue to promote the school value of respect.	Annual cycle  Within statutory timescales	All school users have full access to the site.
To ensure that pupils with disabilities enjoy full access to the curriculum	<ul style="list-style-type: none"> <li>o Differentiated curriculum offered in addition to the SEND local offer</li> <li>o Liaison with external agencies to support pupils with specific needs (OT, VI, HI)</li> <li>o Pupil progress meetings focus on SEND as a specific group of pupils</li> <li>o Dyslexia friendly status</li> </ul>	To ensure that the needs of individuals are reviewed regularly to ensure that they have appropriate provision to	Ensure that SEND and link leader meetings are regular	<del>SENDCo</del>	Barriers to learning for pupils with disabilities are removed/reduced through use of effective provision and resources

	<ul style="list-style-type: none"> <li>o High quality texts presenting pupils with disabilities used across the curriculum</li> </ul>	remove barriers to learning			
To ensure that information produced/ distributed by the school is accessible to users	Current strategies/resources used to ensure information is accessible includes: <ul style="list-style-type: none"> <li>o Internal signage</li> <li>o Large Print resources</li> <li>o Magnifiers</li> <li>o Pictorial representation</li> <li>o Use of video</li> <li>o Use of word processing which can be translated through Google Translate for those with EAL</li> </ul>	To review access on a case by case basis to ensure that information reaches the whole school population	Liaise with parents and carers about their needs  Make necessary amendments where required  Draw on specialist support services where appropriate	Ongoing - case by case management	Information produced by the school for the benefit of parents, pupils and other stakeholder's is accessible

**4. Monitoring arrangements**

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

It will be adopted by the Governing Body.

**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 and Disability (SEN) information report
- Supporting pupils with medical conditions policy

Review schedule:

Version	Author/Reviewer	Changes	Date
1	Zoe Cahalan	-	March 2020
2	Zoe Cahalan	- Added reference to school's Christian vision - Changed action plan to reflect current position	March 2023
		-	March 2026

**Adopted by Governors: 13.3.23**

Signed: \_\_\_\_\_ (Chair of Governors)

Appendix 1:  
Audit

Feature	Description	Actions to be taken	Person responsible	Completion date
Number of storeys	Split level site	<i>Ensure life is well serviced and in use.</i>	CP	Annually
Corridor access	Lockers now fitted	<i>Ensure that locker dorrs are closed.</i>  <i>Check width of corridor guidance of</i>	ZC/JB/CP	As needed

		<i>any newly installed lockers.</i>		
Parking bays		Ensure that a parking bay is identified as disabled and clearly marked.	CP/ZC	July 2020
Entrances				
Ramps				
Toilets				
Reception area				