



ACCESSIBILITY POLICY

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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 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. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our core values are about celebrating the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

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.

1. 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.

2. 3. Monitoring arrangements

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

It will be approved by the school's Advisory Committee.

3. 4. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report

4. Appendix 1: Accessibility audit

ACCESS AUDIT AND PLAN (October 2023)

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
1	Is furniture and equipment selected, adjusted and located appropriately?			<input checked="" type="checkbox"/>		Desks and chairs are measured in all classrooms and suited specifically to the ages of the children using the room.
2	Are pathways and routes logical and well signed?				<input checked="" type="checkbox"/>	Very well signed.
3	Do you have emergency and evacuation procedures to alert all pupils?				<input checked="" type="checkbox"/>	Well practiced, pupils fully aware. Drill successfully completed once a term
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?			<input checked="" type="checkbox"/>		As point 1.
5	Do furniture layouts allow easy movement for pupils with disabilities?				<input checked="" type="checkbox"/>	All walkways clear and accessible. Staff to be reminded.
6	Are quiet rooms/ calming rooms available to children who need this facility?		<input checked="" type="checkbox"/>			The school two 'Chill Out' rooms. Both have lighting, sounds and surfaces designed to help children to sooth and relax when needing a calming space.
7	Are car park spaces reserved for disabled people near the main entrance?				<input checked="" type="checkbox"/>	Staff know to keep these areas clear.
8	Are there any barriers to ease movement around the site and to the main entrance?				<input checked="" type="checkbox"/>	Support needed to hold door for wheelchair users.
9	Are steps needed for access to the main entrance?				<input checked="" type="checkbox"/>	No steps required.

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
10	Is there a continuous handrail to the main entrance?				<input checked="" type="checkbox"/>	Entrance on ground level
11	Is it possible for a wheel chair user to get through the main entrance unaided?			<input checked="" type="checkbox"/>		Not electric doors, but wide opening.
12	Do steps have a contrasting colour edging?				<input checked="" type="checkbox"/>	No steps on premises
13	If there is a lobby at the main entrance is it possible for a wheelchair user to negotiate the doors?				<input checked="" type="checkbox"/>	Assistance required
14	Do all internal doors allow a wheelchair user to get through unaided?			<input checked="" type="checkbox"/>		Assistance required for fire doors
15	Do all the corridors have a clear unobstructed width of 1.2m?				<input checked="" type="checkbox"/>	
16	Does each block have a wheelchair accessible toilet?				<input checked="" type="checkbox"/>	
17	Does the school have accessible changing rooms?	<input checked="" type="checkbox"/>				No changing rooms currently, only at the hydro pool.
18	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				<input checked="" type="checkbox"/>	
19	Could any of the décor be confusing or disorientating for students with disabilities?		<input checked="" type="checkbox"/>			The disabled toilet area to be painted. Colour is needed on the wall so that the white toilet can be identified easily.

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
20	Is a hearing induction loop available (either fixed or portable) in the school?				<input checked="" type="checkbox"/>	Not currently available, this would be developed should the need arise.
21	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				<input checked="" type="checkbox"/>	Sound only, this would be developed should the need arise and Trust Estates Manager will investigate feasibility at next alarm maintenance visit.

LEARNING ACCESS AND AUDIT

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				<input checked="" type="checkbox"/>	All pupils have individualised plans.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				<input checked="" type="checkbox"/>	Staff are involved when determining their CPD. Annual reviews and regular monitoring of needs with line manager.
3	Do all staff seek to remove all barriers to learning and participation?				<input checked="" type="checkbox"/>	School staff are trained to ensure they can confidently remove all barriers to learning and participation.
4	Is teaching appropriately differentiated to meet individual needs so that children make good progress?				<input checked="" type="checkbox"/>	Due to the varying needs of abilities in each class, all teaching is appropriately differentiated to the individual needs of the pupils. School maintains high aspirations for pupils to make good progress. Data shows pupils do make good levels of individual progress over the academic year.
5	Are all children encouraged to take part in music, drama and physical activities?				<input checked="" type="checkbox"/>	These lessons take place each week.

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
6	Do staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of physical education?				<input checked="" type="checkbox"/>	Lessons are carefully tailored to the needs and abilities of all pupils.

INFORMATION ACCESS AND AUDIT

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
1	Do you have simple arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				<input checked="" type="checkbox"/>	
2	Do you have IT facilities to produce written information in different formats?				<input checked="" type="checkbox"/>	Staff make excellent use of IT facilities.
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?				<input checked="" type="checkbox"/>	All information is carefully considered before being shared with staff, pupils and parents to ensure it is user friendly and can be easily understood and accessed by all.