



Accessibility Plan

Covering Academic years 2021/22, 2022/23 and 2023/24

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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.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

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.

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'.

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 timetables.

3. Action Plan

Aim	CURRENT GOOD PRACTICE (<i>includes established practice and practice under development</i>)	OBJECTIVES (<i>includes short, medium and long term objectives</i>)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	EVALUATION
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Curriculum is subject to ongoing review to ensure it meets the needs of all pupils. Our school offers a differentiated curriculum for all pupils. Curriculum progress is tracked for all pupils, including those with a disability. 	<ul style="list-style-type: none"> Ensure PE is accessible to all pupils. All school trips need to be accessible to all pupils. 	<ul style="list-style-type: none"> Review PE curriculum to include disability sports. Ensure venues and means of transport are vetted for suitability. 	<p>SENDCo working with PE co-ordinator</p> <p>SENDCo working with Trips co-ordinator</p>	<p>December 2022</p> <p>December 2022</p>	<p>All pupils have access to PE. (Additionally, all pupils’ understanding of disability is increased via exposure to disabled sports).</p> <p>All pupils are able to access all school trips and take part in a full range of activities.</p>	<p>The SENDco has worked with the PE Co-ordinator to ensure all pupils can access the PE curriculum. Completed November 2022.</p> <p>The PE Co-ordinator will ensure the curriculum exposes children to disabled sports (in progress, expected completion by April 2023).</p> <p>When planning trips, Teachers complete risk assessments visits to evaluate risks and hazards.</p> <p>Teachers ensure all vulnerable children are identified and extra support</p>

	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum. Targets are set effectively and are appropriate for pupils with additional needs. 						is provided if needed, such as one-to-one adult support via the Day Trip Planning Form. No children are disadvantaged for School trips. Completed November 2022
Improve the delivery of information and messaging to members of the school community with disabilities	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations 	<ul style="list-style-type: none"> To increase the range of communication methods across the broad range of school documentation 	<ul style="list-style-type: none"> Consult with external organisations advocating for people with disabilities 	SENDCo working with Headteacher and Groundsmen	January 2023	There will be a visible increase in the use of alternative communication methods, including enhanced signage.	<p>Signage incorporates text and visual representations to ensure a broad reach of accessibility. Teachers are using an increased amount of visual prompts for children to enhance their inclusion.</p> <p>Ex: Toilet signs, no smoking signs, accessible toilet signs, fire evacuation map.</p> <p>Completed January 2023.</p>

	• Radio Aids for HI pupils						
Maintain and improve access to the physical environment	<p>The environment is adapted to the needs of pupils, staff and visitors with a disability as required and practicable in a Grade 1 listed building. This includes:</p> <ul style="list-style-type: none"> • Ramps • Wide corridors in the newer parts of the building. • Disabled toilet and shower facilities. 	<ul style="list-style-type: none"> • Demarcation of a disabled parking bay. • Create access plans for individual disabled children as part of the APDR process 	<ul style="list-style-type: none"> • Head Teacher to liaise with proprietor. • SENDCo to risk assess and produce as and when required 	<p>SENDCo working with Head Teacher, Proprietor and Groundsmen.</p> <p>SENDCo working with Class Teachers and Groundsmen</p>	<p>October 2022</p> <p>As required throughout the academic year (on an individual basis whenever necessary).</p>	<p>There will be a designated space for disabled parking when required</p> <p>Individual pupils with accessibility difficulties will have individual accessibility plans.</p>	<p>Still in progress, expected to have made significant improvement by April 2023.</p> <p>SENDCo to liaise with the Founding Principal, Headteacher and Groundskeeper to demarcate the space available via the Pond Street single vehicle access gate.</p> <p>Physical access needs, such as a disability ramp or other provisions, will be considered and risk assessed on an individual basis if required by a pupil or Staff member. The SENDco will work with Teacher and Groundskeeper to make these modifications.</p>

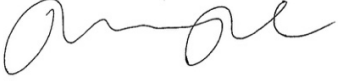
4. Monitoring Arrangements

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:

- Risk Assessment Policy
- Health and Safety Policy
- Equal Opportunities
- SEND Policy

Last Review	January 2023
Next Review	September 2024 or earlier
Name	 Ross Montague Headteacher