



Accessibility plan

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

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 approach to equality is based on the following 7 key principles

- All learners are of equal value. Whether or not they have a protected characteristic.
- We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people with a protected characteristic might face. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from one another.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional learning.
- We have the highest expectations of all our students. We expect that all students can make good progress and achieve their highest potential
- We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

1.1 Roles and Responsibilities

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

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'. 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 pupil with disabilities faces in comparison with a pupil 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 Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Governing Body.

4 Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Inclusion policy



5 Accessibility plan

| | Objective | Action | Who | Timeframe |
|------------------------------|--|---|--|-----------|
| 6 Curriculum Delivery | | | | |
| 1.1 | To plan for alternative timetabling to ensure access to a downstairs classroom for timetables lessons for students with long term or short term mobility problems including access to the internet/school network. | <ul style="list-style-type: none"> • Procedures in place and shared with all staff to enable students with a short term mobility problems can be accommodated in school. • Those with permanent access issues will be planned for in an alternative way to reduce impact on learning opportunities • Provision will be put in place for first floor lessons that cannot be attended • Use of T2 for Art practical work if required. | Pastoral Leaders | On going |
| 1.2 | To ensure that NQTs, student teachers, teachers and learning assistants have the necessary training to teach and support students with a disability. | Line managers to ensure that training opportunities are clearly identified and delivered during the annual performance management cycle. | Assistant Headteacher with responsibility for CPD, Line Managers and NQT Lead staff member | On going |
| 1.3 | To ensure the school has an inclusive Medical Conditions Policy which provides for medical support for all students. | <ul style="list-style-type: none"> • Medical Conditions Policy reviewed annually by Governors. • Policy is included in the Staff Handbook. | Office Manager | On-going |
| 1.4 | To provide regular training to all staff in essential medical procedures. | <ul style="list-style-type: none"> • Support staff receive relevant training at appropriate intervals e.g. epipen training. • First Aiders trained both 1 day and 3 day and refresher training programmed. • Medical Care Plans circulated to all staff and | Office manager | On -going |



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| | | available via SIMS and googledrive | | |
| 1.5 | To ensure that school visits, overseas trips etc are made accessible to all students irrespective of attainment or impairment. | <ul style="list-style-type: none"> All trips/activities follow the WHS Off Site Policy and EVOLVE Off site Policy. All trips/activities approved by the SLT initially so that individual student needs can be considered. | EVC | On going |
| 7 Design of school buildings | | | | |
| 2.1 | To ensure that all students and visitors with mobility disabilities are informed about the support available and any specific facilities issues that may affect them. | Procedures are in place for all disabled visitors to be referred HR Director for a personalised risk assessment (PEEP) and review of requirements. | Receptionist and HR Director | On going |
| 8 Communication Methods | | | | |
| 3.1 | To ensure that NQTs, student teachers, teachers and learning assistants are familiar with technology and practices developed to assist students/staff with disabilities. | Staff provided with information to enhance their knowledge and understanding at regular intervals e.g. INSET days. | AHT Inclusion & Office Manager | On going |
| 3.2 | To ensure that if requested we are able to provide information to students/carers/parents/visitors in alternative ways should they have difficulty with standard formats. | Procedures are in place for providing information in Braille, large print, simple language, symbols, alternative languages etc. | Office Manager/Inclusion Manager | completed |