



Accessibility Plan

2020 - 2023

Vision statement

This Equality and Accessibility Policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governors are accountable for ensuring the implementation of this policy. They will also review and report on progress of the Improving Accessibility Plan. The Policy and Plan will be monitored through Health and Safety.

Purpose of the plan

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors .

Responsibility for the implementation of the Accessibility Policy lies jointly with the Head Teacher and the Finance Committee, with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school should have equality of opportunity to access the curriculum. We aim to make all areas of the site accessible. Where buildings cannot be adapted, changes will be made to the curriculum -typically this will mean re-rooming to accessible accommodation.

The principles of accessibility for all are implicit within our school policies.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability. This will be done by expanding and making reasonable adjustments to the curriculum to ensure that pupils with a disability are equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual setting suitable learning challenges, responding to pupils' diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils.</p> <p>Staff aware of the range of needs with assessment data communicate to teaching staff to support planning.</p>	Assessment procedures used to measure progress, identify need and outcomes reported to parents/carers on a regular basis.	The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with student's potential ability.	ST	Continuous

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Improve and maintain access to the physical environment	The buildings on site are not all accessible by wheelchair.	The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises e.g. installation of suitable pathways around the School site for wheelchair access.	HT and Governors to consider long term development of site and associated funding required for implementation.	ST, Governors	Continuous
Consideration of sensory needs	Rooms are well used however quiet spaces are limited.	The school will review opportunities for supporting pupils with sensory needs who require quiet, consistent spaces with access to staff support.	HT and Governors to consider long term development of site and associated funding required for implementation.	ST, Governors	Continuous
Improve the delivery of written information to pupils	Signage supported by visual icons where possible	The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.		ST	Continuous

Section 3: Access audit

Feature:	Description	Actions to be taken	Person responsible		Date to complete actions by
Access to site	<p>The gates to the site are adequate and are open during school hours.</p> <p>There is a designated dropping off/loading/unloading process</p>	<p>Maintain school approach signage</p> <p>Covid signage to be reviewed by Health and Safety Site visit</p>	ST, Governors		Continuous
Parking bays	<p>Parking bays limited on site, lighting enhanced the area is free of obstructions.</p> <p>The pathways from the car parks to the principal entrance of the school are adequate and lit.</p> <p>There are no significant level changes which would prevent wheelchair use into the building.</p>	<p>Consideration of marking visitor / disabled parking bay permanently.</p>	ST, Governors		Continuous
Number of storeys	<p>Two storey building – old build</p> <p>One storey building – new build and leap</p>	<p>Ongoing consideration of disabled access at the point of changes to the building</p>	ST, Governors		Continuous
Corridor access	<p>New build corridors wheelchair accessible</p>	<p>Ongoing consideration of disabled access at the point of changes to the building</p>	ST, Governors		Continuous
Classrooms access	<p>All classrooms in new build are wheelchair accessible</p>	<p>Ongoing consideration of disabled access at the point of changes to the building</p> <p>Purchase any specialist furniture to meet individual students' needs</p>	ST, Governors		Continuous

Feature:	Description	Actions to be taken	Person responsible		Date to complete actions by
Lifts	None				
Entrances	Main entrances to the building are wheelchair accessible.	Ongoing consideration of disabled access at the point of changes to the building	ST, Governors		Continuous
Ramps	Suitable paths in place for entrance to main building	Ongoing consideration of disabled access at the point of changes to the building	ST, Governors		Continuous
Toilets	There are sets of toilets for both ambulant students. One separate toilet/shower room in the school building is fitted with grab rails and a shower seat to benefit any ambulant disabled persons. The flooring is well drained.	Ongoing consideration of disabled access at the point of changes to the building	ST, Governors		Continuous
Reception area	Accessible by wheelchair.	Wheelchair user's check and badge process requires staff to welcome and get details.	ST, Governors		Continuous
Internal signage	Visitors are escorted around the school. Students with impairments would require assistance when first attending the school, but would quickly familiarise themselves with the layout of the property.	Ongoing consideration of accessibility at the point of changes to the building to include signage of rooms is of a type which would assist those with sight impairments.	ST, Governors		Continuous

Feature:	Description	Actions to be taken	Person responsible		Date to complete actions by
Emergency escape routes	<p>All escape routes clearly marked.</p> <p>A staff member would be assigned to any blind visitor to enable exit of the building in the event of fire.</p> <p>The fire alarm system is auditory.</p>	<p>If required review the need for tactile fire escape route signage and supplementary visual warning system to current auditory system</p>	ST, Governors		Continuous
Lighting	<p>Buildings are well lit.</p> <p>Automatic emergency lighting available in event of power cut.</p>		ST, Governors		Continuous
Curriculum Access	<p>Ongoing review and development of curriculum to meet needs.</p> <p>Therapeutic support and targeted intervention.</p>	<p>Curriculum review through subjects and promoted by planning sheet.</p> <p>Creative solutions are explored including change of class, Learning Assistants support targeted intervention, Take 5, therapeutic support, peer support etc in order to allow pupils displaying anxiety, depression, self-harm and other conditions to remain connected and part of the school community.</p>	ST, Governors		Continuous

Feature:	Description	Actions to be taken	Person responsible		Date to complete actions by
Do lessons provide opportunities for all pupils to achieve	<p>All of our students have an EHCP</p> <p>Differentiated lesson plans.</p> <p>Access to computer technology</p> <p>The LA has a number of advisory teachers from whom staff can gain additional advice.</p> <p>Classes do not exceed 8 students (unless directed) and all have the support of learning and student support assistants. If the need arises additional support can be given.</p>	<p>The school has resources in respect of ICT equipment, and if the need arose would be able to purchase adaptive technologies.</p> <p>Maintain current systems which allow students' individual needs to be supported</p> <p>Respond to new needs as they arise</p> <p>Similarly the school would be able to provide specialist desks and seating if necessary.</p>	ST, Governors		Continuous
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Varied teaching and learning styles utilised.	Monitored through classroom observation	ST, Governors		Continuous
Are all pupils encouraged to take part in music, drama and physical activities?	Broad and balanced curriculum available.		ST, Governors		Continuous
School Vehicles	The school fleet is not suitable for wheelchair use.	This would be reviewed if necessary.	ST, Governors		Continuous

Feature:	Description	Actions to be taken	Person responsible		Date to complete actions by
<p>Provision of information in simple language, symbols, large print, on audiotape, Braille for pupils, prospective pupils and parents/carers who may have difficulty with standard forms of printed information.</p>	<p>Letters home to parents written in an accessible form.</p> <p>If need is identified strategies put in place to meet need e.g. parent/carer contacted by phone if difficulty in accessing the written word.</p>	<p>Improve school information systems as and when necessary to meet the specific needs of individual students or parents and carers.</p> <p>The delivery of whole school information would need improving significantly for areas of disability – specifically those with visual and physical needs.</p> <p>The use of Braille, audiotapes, large print, oral information systems of delivery, lip reading, sign language, a recognised symbol system, etc. could and would be used for students with disabilities if the need arose.</p> <p>Similarly information to parents and carers with disabilities could be made in their preferred format.</p> <p>Contact LA for information on companies who can translate into braille.</p>	<p>ST, Governors</p>		<p>Continuous</p>

Feature:	Description	Actions to be taken	Person responsible		Date to complete actions by
Is information presented to groups in a way that is user friendly for people with disabilities?	<p>Letters home to parents written in an accessible form.</p> <p>Texting used to contact parents.</p> <p>Phones are used to communicate with parents/carers and help offered if to complete forms.</p>	Teams / Zoom meetings.	ST, Governors		
Are staff familiar with technology and practices developed to assist people with disabilities?	<p>School staff are familiar with meeting the needs of those students with dyslexia, dyspraxia or ADHD.</p> <p>Currently no student has additional physical problems that create a barrier to curriculum access</p>	Development on online / blended learning connected with Covid	ST, Governors		Continuous
School announcements – staff pigeon holes, notice boards.	Any staff with disability has a personal risk assessment.	Risk assessments reviewed as required.	ST, Governors		Continuous
Access to information	<p>Regular calls / texts to parent/carers</p> <p>Website</p>		ST, Governors		Continuous

Electronic File Pathway:

Pathway:	
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3 rd Review				
4 th Review				

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