

Accessibility Plan

2021-2024



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

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

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.

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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. Guidance and advice from healthcare professionals will be considered and where appropriate the provision of auxiliary aids or adjustments to premises made.

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 <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	Success criteria
<p>Increase access to the curriculum for learners with a disability and ensure disabled parents have every opportunity to be involved</p>	<p>Established practice;</p> <p><i>When we are aware of new learners joining the school who require additional support to access the curriculum and/or building/site we ensure meetings are held with relevant key people to ensure their needs are met. Strategies and plans are then shared with the learner, family and staff.</i></p> <p><i>External support is sought where necessary from PNI, HI and VI LA specialists and advice, resources or strategies implemented.</i></p> <p><i>To ensure that disabled parents/carers are able to be fully involved with supporting their child, meetings are made as accessible as possible. This may include using rooms that are easy/accessible, providing a</i></p>	<p>SENCo ensures that staff are fully aware of any learners with disabilities and supports with ensuring the learners can access the curriculum</p> <p>Staff continue to improve their skills and awareness to support inclusion and access</p> <p>All staff are aware of their responsibilities of how we can overcome potential barriers to inclusion</p> <p>Longer term - Training provided to staff as part of Inclusion to meet</p>	<p>Targeted training for teachers and the LSA team on scaffolding the curriculum and meeting additional needs</p> <p>All out-of- school activities are planned to ensure they can be accessed by learners with a disability.</p> <p>SENCo/HUB Leader to meet with CFr at start of the academic year to go through trips and ensure information is shared about learners with disabilities</p> <p>Targeted training for SLT/LGB to ensure issues relating to access are understood</p>	<p>CVa</p> <p>CVa, CFr, Subject Leaders (SLs), trip leaders, Cohort Leaders (CLs)</p> <p>CVa, MWO, CFr</p> <p>CVa, MWO</p>	<p>On-going</p> <p>On-going</p> <p>Sept 21</p> <p>On-going</p>	<p>Positive learner progress</p> <p>Positive feedback from learners and parents</p> <p>Feedback from the annual reviews and one planning would include positive experiences from both learners and families</p> <p>Analysis of the school's SEND documents and administration would evidence excellent identification of need and</p>

	<p><i>written account following the meeting, seeking additional support from other agencies/the LA to support a meeting where a parent/carer may need this.</i></p> <p><i>Our school offers a mainstream curriculum for all learners. Quality First teaching has a focus on ensuring that all learners are able to access this curriculum and progress. Scaffolding and modelling is a key component to aid access to the curriculum.</i></p> <p><i>Subject Leaders/teachers liaise with the SENCo regarding any learners who have a disability so that they are able to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all learners, including those with a disability.</i></p>	<p>SEND to improve knowledge and understanding around accessibility for disabled learners/parents/carers</p>	<p>As part of the Governance visits, governors would review this plan and audit accessibility</p>	<p>JSa, Governors</p>	<p>On-going</p>	<p>support planning which are continually reviewed both on an individual and whole school level.</p>
	<p><i>Targets are set effectively and are appropriate for learners with additional needs.</i></p>	<p>To support better outcomes for learners with additional needs</p>	<p>CLs and Learning Group Leaders (LGLs) to liaise with SENCo/HUB Leader as necessary to support learners in their Learning Group.</p> <p>CVa liaises with CLs/LT</p>	<p>CVa, CLs, LGLs</p> <p>CVa, CLs, LT Line</p>	<p>On-going (January Learning reviews/ annual reviews of EHCPs/ One Plans) On-going</p>	<p>Learning Reviews, Annual EHCP reviews, One Plans/One planning documents</p>

	<p><i>Adjustments to learners timetables to support the needs of learners with SEND are considered and implemented on an individual basis according to the needs of that young person.</i></p> <p><i>Regular professional meetings with experts are held to support staff in making adaptations to content and access.</i></p> <p><i>All learners are provided with an iPad this device is fully utilised to support assessment and access to the curriculum.</i></p> <p><i>Access Arrangements are awarded by the SENCo, in accordance with the JCQ regulating body to ensure that no learner is disadvantaged in their access to GCSE examinations, mocks and assessments.</i></p>		Line Managers when making adjustments to timetables	Managers		
	<p>Practice under development;</p> <p><i>Ensuring parents/carers are aware that the school can accommodate their needs with accessing the school site and being fully involved with supporting their child. Better</i></p>	To ensure all parents/carers are aware of the support that can be provided to enable them to play a full part in	CVa, JBr to liaise with office staff/Web Manager to ensure information is clearly communicated	CVa, JBr	Sept 21	Information clearly visible to parents/carers

	<p><i>signposting needed for parents/carers through the website and in the documentation provided when their child joins the school.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all learners.</i></p> <p><i>Review of curriculum resources include examples of people with disabilities. Including review of LS5/PSHE</i></p> <p><i>Use of assemblies to promote inclusivity with a focus on disabilities</i></p>	<p>supporting their child through school</p> <p>To improve inclusivity for learners with SEND and improve knowledge and understanding for other learners (empathy for others)</p>	<p>AAHs to work with SLs when reviewing Designs for Learning (DforLs)</p> <p>DBr to review LS5 PSHE with support from CVa, MWo</p>	<p>Teachers, SLs, AAHs, Deputy Heads Curriculum and Wellbeing, DBr, CVa, MWo</p> <p>AMc, CVa, MWo, CLs</p>	<p>On-going</p> <p>On-going</p>	<p>D for Ls PSHE Overview document</p> <p>Assembly rota</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>Essex Specialist teachers for PNI, HI and VI, visit to review access.</i></p> <p><i>The environment is adapted to the needs of learners as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> ● <i>Ramps</i> ● <i>Elevators</i> ● <i>Corridor width</i> ● <i>Disabled parking bays</i> <p><i>Following the last audit, the following improvements have been made:</i></p>	<p>The school undertakes regular audits of the site and identifies and acts priorities for improvement.</p>	<p>PMc to commission audits and determine priorities for action.</p>	<p>PBs/PMc/CVa</p>	<p>On-going</p>	<p>Accessibility issues continue to be addressed and site accessibility continues to improve</p>

	<ul style="list-style-type: none"> ● <i>Disabled toilets and changing facilities (MLH and C/B) – includes emergency alarms at wheelchair height</i> ● <i>Dropped kerbs at access points to Main Reception</i> ● <i>Induction Loops in Community Building</i> ● <i>Lowered reception desk</i> ● <i>Corridor Lighting controlled by sensors</i> ● <i>Light switches and power socks are at wheelchair height in MLH and Community Building</i> 					
<p>Ensure all statutory obligations are met</p>	<p><i>All policies have been reviewed to ensure they reflect inclusive practice and procedure</i></p>	<p>All new policies should be checked to ensure they reflect best practice and comply with the Equality Act</p>	<p>All policies to be checked as they are ratified and adopted</p>	<p>SLT/Headteacher/LG B/PBs/CVa</p>	<p>On-going</p>	<p>All policies continue to clearly reflect inclusive practice and procedure</p>

4. 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 Local Governing Body (LGB)

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by	
Number of storeys					
Corridor access					
Lifts					
Parking bays					
Entrances					
Ramps					
Toilets					
Reception area					
Internal Signage					
Emergency escape routes					