Accessibility Plan

Approved by	Local Governing Body	Date Approved	21 March 2024
Review cycle	Every three years	Date of next review	Autumn 25

Contents

1.   Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

    a)   *To increase the extent to which disabled students can participate in the school's curriculum.*

    b)   *To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*

    c)   *To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.*

2.   Purpose/Aims

1.2 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

1.3 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

1.4 To ensure all disabled students are fully involved in school life and are making at least expected progress.

1.5 To identifying barriers to participation and find practical solutions to overcoming these.

1.6 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

1.7 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.

1.8 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3.   Definitions

3.1   Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2   Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a)   has a significantly greater difficulty in learning than the majority of others of the same age, or

b)   has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4.   The Accessibility Plan

This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

4.1   Increase the extent to which disabled students can participate in the school's curriculum

Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).
g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adaptthe curriculum and teaching strategies for individuals.
i) Special access arrangements for internal and external exams.
j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
l) A structured and dedicated transition programme for vulnerable students
m) Specialist advice and guidance to support transition
n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

4.2 Further development

The School Development Plan sets out additional development priorities in this area. These include:

a) Create an inspiring curriculum model which meets the needs of all students.
b) Broaden choices to construct personalised pathways.
c) Develop high quality curriculum for lower ability students.
d) Develop more complex curriculum model.
e) Conduct annual curriculum reviews.
f) Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
g) Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school

4.3 The school environment already incorporates many features to ensure accessibility to studentswith disabilities.

These include:

a) Any lifts
b) Any ramps
c) A specialist SEND area, with small, quiet and calm learning spaces
d) Any disabled toilets
e) Features that improve acoustics
f) Customised furniture and/or equipment
g) Specialist resources, including digital technologies

h) Guiding in emergency evacuation.

i) Any automatic doors

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

5.   Further development

The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

The school is also committed to ensuring full accessibility in any future new build.

5.1   Improve the delivery to disabled students of information which is readily accessible to studentswho are not disabled

Teachers and LSAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

a) Differentiated resources with particular attention to reading age, plain English, images and layout.

b) Laptops and other digital technologies.

c) Coloured overlays for text.

d) Tactile resources.

e) Readers and/or scribes in exams, where appropriate

6.   Further development

The following opportunities to improve further will be explored:

a) Opportunities provided by digital technologies.

b) Regular clear and relevant information to parents in home language if required.

7.   Responsibilities

All staff are responsible for removing barriers to learning for disabled pupils.

All leaders are responsible for improving accessibility within their area of responsibility.

The Governing Body is responsible for the approval of this plan.

The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

8.   Review

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

Appendix 1 -Key to Action Plan

Priority Ratings

It is unlikely that you will be able to implement all the recommendations in the near future and we do recognise this. To this end a priority rating is given to each recommendation, which is designed to guide
you in the formulation of the accessibility plan, which then can be incorporated into the school accessibility
strategy and your School Improvement Plan (SIP).

Priorities for action may be dependent upon a range of factors including, for example:

- Compliance to AD M (Part M of The Building Regulations)
- Client's policy and objectives
- Current use of the building
- Costs involved and available budget and resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority, planning permission)

It is for the schools' senior leadership and management to take ownership of actions to improve accessibility, in the context of the many competing demands schools face. The priorities suggested below may be helpful in that regard.

It is suggested that the schools' own development and improvement plan (SIP) contains targets linked to this Accessibility Action Plan, to encourage allocation of staffing and budget resource to support further improvements to accessibility.

Priority A:
Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:
Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:
Where action is recommended within 12 - 24 months to improve access.

Priority D:
Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

Appendix 2 - Budget Implications

Potential budget costs have been suggested. Especially in the case of higher budget suggestions, it is recommended that quotation and tender exercises are undertaken in compliance with the schools andfunding bodies financial regulations and appropriate budget allowed for at the point of preparing the school's annual expenditure budget.

N   - None

Such recommendations are likely to be achievable with no revenue cost to the school.

OG - Ongoing Maintenance

Such recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

L   - Low

Such recommendations are likely to be achievable for a budget of less than £1000

I   - Intermediate

Such recommendations are likely to be achievable for a revenue budget of between £1000 & £5000.Such action may need allowing for at annual budget planning time.

H   - High

Such recommendations are likely to be achievable for a capital budget cost above £5000. Such actionwill probably need allowing for at annual budget planning time.

ST - Structural Change

Such recommendations are likely to require a budget exceeding £15,000. Strategic Budget and Projectplanning at a professional level of support are likely to enhance delivery of the desired change.

Appendix 3 - Action Plan

Access to Information							
Audit Ref	**Audit Item**	**Suggested Actions**	**Priority**	**Budget Implications**	**Target date for completion**	**Ownership of Task** **(School to insert name)**	**Date Completed**

Access to Site and Facilities							
Audit Ref	**Audit Item**	**Suggested Actions**	**Priority**	**Budget Implications**	**Target date for completion**	**Ownership of Task** **(School to insert name)**	**Date Completed**
10.2.3	Security Gates and Barriers	Place compliant signage at your intercoms which are located to the right and to the left of the main school entrances (leading around the back of the school).	C	L	2023/24 To be reviewed after upgrade works to access gates	Premises Manager	
10.2.5	Reception Facilities	Place a shelf at your reception desk for wheelchair users. Example:	C	L	2023	Lower level installed. Premises Manager	2023

		Install a portable hearing loop and clearly display the sign. Provide a seat with high back and arms. For example: 		C	L	2024-2025	Premises Manager	
				C	N/L	ASAP	Premises Manager	2024
10.2.6	External Areas	Install further handrails to outside steps where there are more than 3 risings and where needed. All steps with 3 or more risings should have handrails fitted on both sides.		C	H	Added to 5 year condition report. To be reviewed and prioritised with other projects v budgets available	Premises Manager	

			Ensure that all outside steps have nosings. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the first sign of wear.	C	N/L	2023	Premises Manager	
			Install further handrails to ramps which do not have handrails on both sides.	C	H	Added to 5 year condition report. To be reviewed and prioritised with other projects v budgets available	Premises Manager	
10.2.8	Internal movement – Corridors and Evacuation routes		Implement a system to systematically check that corridors and escape routes are free from obstructions every morning. Document this.	B	N	2022-2023	Premises Manager	2023
10.2.9	Internal movement – Stairs and Lifts		Check that all stairs have 2 handrails and install where necessary. Install B.S. compliant handrails to the missing sides. They need to be 50mm diameter and should be located 1000mm above the risers. They need to extend	C	H	Added to 5 year condition report. To be reviewed and prioritised with other projects v budgets available	Trust Operational Safety Manager to advise. Premises Manager to arrange installation.	

		300mm at the top and bottom of the steps.					
		Train some members of staff in evacuation procedures should one of the lifts break down.	C	N	2023-2024	Assigned to individual staff members	2023 and as required re Personal Emergency Evacuation Plans
10.2.10	Accessible Toilets	Ensure all accessible toilets are clear of clutter (at the time of the audit, the Student Services toilet was cluttered).	B	N	ASAP	Premises Manager	2022
		All accessible toilets to have coat hooks and mirrors available at an accessible height.	C	L	2023/24	Premises Manager	
		Install grab bars on the back of accessible toilet doors which do not have them.	C	L	2023/24	Premises Manager	
		All toilets to have emergency alarm cords which are free and in fit-for-use condition (not tied back). All accessible toilets to have flashing fire alarms fitted.	C	N	2023	Premises Manager	2023
			C	I	Added to 5 year condition plan	Premises Manager	

10.2.13	Internal Signage	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille. For example:	C	L	Ongoing as signage updated		On going
10.2.18	Doors	Adjust noisy door closures.	C	N	2023	Premises Manager	2023 and ongoing.
		Change non-compliant door handles to the D style of handle: Example:	C	L	2023-2024	Premises Manager to advise on cost implication	
		Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example:	C	L	To be reviewed re cost	Premises Manager	

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task	Date Completed
10.2.20	Staff Facilities	Provide at least one high backed chair in the staff room.	B	N/L	ASAP	Premises Manager	Completed.

Access to Education							
Audit Ref	**Audit Item**	**Suggested Actions**	**Priority**	**Budget Implications**	**Target date for completion**	**Ownership of Task** (School to insert name)	**Date Completed**

Signatures

	Name (Print)	Signature	Date
Headteacher			
SENCO			
Governor/Board Member			

Appendix 4 - Guidance and Support

8.1   Sources of general advice and information

Listed below are some documents that have been utilised for this report.

- The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities, Department for Education (May 2014) (*quotes used under Open Government Licence V2.0*)
- Building Regulations Approved Document M - Access to and Use of Buildings (2004)
- British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.
- DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.
- Disability Discrimination Act 1995 and 2005, HMSO.
- British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.
- JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage (2004).
- The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.
- Access Audit Price Guide, Building Cost Information Service, 2002.

8.2   Links to Legislation & Codes of Practice

- https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/

8.3   Links to DfE Advice

- https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
- https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

8.4   Links to Support organisations

Disability Rights Commission
DRC helpline
Freepost MID 020164
Stratford-upon-Avon CV37 9BR
Telephone (0845) 762 2633
Fax (0845) 777 8878
Text phone (0845) 762 2644

Radar – Royal Association for Disability and Rehabilitation
12 City Forum
250 City Road
London EC1V 8AF
Telephone (020) 7250 3222
Fax (020) 7250 0212
Minicom (020) 7250 4119

National Institute for the Blind

RNIB Customer Services
PO Box 133
Peterborough PE2 6WS
Telephone (0845) 7023153
Minicom (0845) 585691

Royal National Institute for Deaf People

19 - 23 Featherstone Street
London EC1Y 8SL
Telephone (020) 7296 8000
Text phone (020) 7296 8001
Fax (020) 7296 8199

Disabled Living Foundation

380-384 Harrow Road
London W9 2HQ
Telephone (0845) 130 9177
Minicom (0870) 603

British Dyslexia Association

Switchboard: 0333 405 4555
Helpline**: 0333 405 4567
Training**: 0333 405 4565
https://www.bdadyslexia.org.uk/

8.5   Links to Medical information

- https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

8.6   Links to Suppliers of solutions

NB Equality Act Audits do not act for or on behalf of any suppliers or contractors. The suppliers listed here are merely indicative of the types of services available. School should undertake procurement of supplies and services with due regard to their own finance and procurement policies and procedures.