

## Accessibility Plan

### Policy Monitoring, Evaluation and Review

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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### Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.

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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.

*The school recognises its duty under the DDA (as amended by the SENDA):*

- *not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services*
- *not to treat disabled pupils less favourably*
- *to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage*
- *to publish an Accessibility Plan.*

*The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:*

- *setting suitable learning challenges*
- *responding to pupils' diverse learning needs*
- *overcoming potential barriers to learning and assessment for individuals and groups of pupils.*

*The school building is recently extended and modernised. Despite some of the building being well over 150 years old, it is now fully accessible with the exception of a small area that is used infrequently by small groups and as storage*

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Academy Councillors.

## **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 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 premises.

This policy complies with our funding agreement and Articles of Association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

*The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice and should be adapted to suit your school's context.*

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
Increase access to the curriculum for pupils with a disability	<p><i>Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision.</i></p> <p><i>Teachers and teaching assistants have the necessary training to teach and support disabled pupils.</i></p> <p><i>Classrooms are optimally organised for disabled pupils.</i></p> <p><i>Lessons provide opportunities for all pupils to achieve.</i></p> <p><i>All lessons are responsive to pupil diversity/disability.</i></p> <p><i>Lessons involve work done by individuals, pairs, groups and the whole class.</i></p> <p><i>All pupils are encouraged to take part in music, drama and physical activities and adaptations are</i></p>	Short term: Ensure the curriculum can be accessed by all children	<p>Actions for short term:</p> <p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum</p>	<p>All class teachers</p> <p>SENDCo</p> <p>Senior leadership team</p>	Ongoing	Students are making progress

	<p><i>made where required to support this.</i></p> <p><i>Employees recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.</i></p> <p><i>Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.</i></p> <p><i>Employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in some particular activities are given alternative experiences e.g. pupils who cannot participate in all forms of physical education.</i></p> <p><i>Provide access to computer technology is appropriate for students with disabilities.</i></p> <p><i>School visits are made accessible to all pupils irrespective of attainment or impairment.</i></p> <p><i>Additional experiences are sourced to promote equity and participation of all. There is a high expectation of all pupils.</i></p> <p><i>Employees seek to remove all barriers to learning and participation.</i></p>					
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	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum; this is directed by our SENDCO.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>					
Improve and maintain access to the physical environment	<p><i>The school has a lift that allows access to two floors of the school</i></p> <p><i>Pathways of travel around the school site and parking arrangements are safe.</i></p> <p><i>A red light flashes as the alarm sounds (in some areas- hall, toilets, stair cases, playground) to support pupils in an emergency situation with a hearing disability.</i></p> <p><i>Individuals have personalised evacuation plans where appropriate</i></p> <p><i>The lifts have tactile buttons.</i></p> <p><i>Staff are aware of keeping doors clear of signs for pupils.</i></p>	Short term: To identify areas which pose greater risk of incident for pupils with physical disabilities	Learning Walks Use information gathered to plan year groups placement for our classes/pupils and those with a physical disability	Principal Premises Officer	Summer term annually	Students access the classrooms comfortably

	<p><i>All areas are well lit.</i></p> <p><i>Emergency lighting in case of power failure- battery backups which get tested once a year (1- hour test and the other is a 3- hour test).</i></p> <p><i>All furniture is suitable and if any specialist items are required these are obtained as soon as possible.</i></p> <p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> <li><i>• Ramps</i></li> <li><i>• Elevators</i></li> <li><i>• Corridor width</i></li> <li><i>• Disabled parking bays</i></li> <li><i>• Disabled toilets and changing facilities</i></li> <li><i>• Automatic hand gel</i></li> <li><i>• Access to lift • Library shelves at wheelchairaccessible height</i></li> </ul>					
Improve the delivery of information to pupils with a disability	<p><i>The school works with the Vision support team for large print books and learning materials which includes teaching Braille for identified individuals as appropriate.</i></p> <p><i>Staff ensure that information is presented to groups in a</i></p>	Short term: To identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents	Provision map written indicating: a) Formats which need changing.	All staff SENDCo	Ongoing	<p>Students are able to see, hear the information shared with them</p> <p>Students able to communicate the</p>

	<p>way, which is 'user friendly' for people with disabilities e.g. by reading aloud, overhead projections/smart boards and describing diagrams.</p> <p>There are facilities such as ICT to produce written information in different formats.</p> <p>Employees are familiar with technology and practices developed to assist people with disabilities. Individual training is provided where necessary.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• ICT e.g through the laptop/ipad</li> </ul> <p>For pupils with a hearing impairment, we work closely with the hearing impairment team.</p> <p>Adaptations are made accordingly and guidance is followed in regard to:</p> <ul style="list-style-type: none"> <li>- Seating arrangements</li> </ul>	<p>have full access to information.</p>	<p>b) Strategies needed to do this.</p> <p>c) Support Services consulted for advice. Students opinions are taken into account</p>			<p>effectiveness of the curriculum</p>
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	<ul style="list-style-type: none"><li>- The use of technology</li><li>- Visual cues and pictorial representation</li></ul>					
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#### **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 Board on behalf of the Trust, and the Principal on behalf of the school.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit-

*This table is populated with examples-adapt to suit your setting at **school** level as required.* For schools with a DSP this audit will be reviewed as part of the trust wide quality assurance process for DSPs. This is due to the specialist nature of the provision and the equipment used. See Appendix 2 for DSP specialist equipment checklist.

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				
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## **Appendix 2: Specialist equipment checklist for schools with DSPs**

Internal/external area or room checks should include:

1. Finger guards in place.
2. Access control working.
3. Any CCTV in place is working and stickered to show that persons are being recorded.
4. Radiators and hot pipes are suitable for the environment and not a burn risk.
5. Fixture, fittings & equipment are in a safe useable condition for that age user.
6. Windows have opening restrictors on them.
7. Play equipment is suitable for the age and need of the current users.
8. Suitable risk assessments are in place that cover needs as a whole and individual. These to include as a minimum:
  - a. Classroom RA
  - b. Open/play area RA
  - c. Individual need RA
  - d. Activity RA such as cooking/building etc
9. Perimeter boundary off play area/buildings is suitable and does not pose a risk.
10. Suitable Evacuation or Invacuation procedures are in place and practiced for the current users.