

## ACCESSIBILITY PLAN

**Approval by:**

FULL GOVERNING BODY/  
A&C COMMITTEE/  
HR & FINANCE COMMITTEE/  
BH&S COMMITTEE  
EXECUTIVE PRINCIPAL

### Introduction/Context

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. This plan seeks to address the statutory requirement of the Equality Act 2010 and to further the aims of our Vision Statement by:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors.

We recognise the need to provide adequate resources for implementing plans and will review annually in respect of progress and outcomes.

### Definitions of disability

The definition of disability under the law is a wide one. A disabled person is someone who has “a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities”.

This definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, downs syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

### Associated Policies and Plans

This plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Information and Objectives
- SEND Policy
- Health and Safety Policy
- Risk Assessment Policy
- Supporting Children with Medical Needs Policy

## **Publication**

The plan will be available on the school website and in hard copy upon request. Staff will be made aware of the plan as well as the need for them to be consider the requirements of the Equality Act and Public Sector Equality Duty when they devise, monitor and review school polices.

## **Monitoring and Review**

The plan will be monitored through the Aims & Curriculum Committee. The whole plan will be reviewed every 3 years, but progress and outcomes will be reported to this Committee annually.

## Plan

Target	Strategy (how target will be achieved)	Time frame/ Responsibility	Achievement
<b>Increasing the extent to which disabled pupils can participate in the curriculum</b>			
All staff remove all barriers to learning and participation	Continuous CPD Regular monitoring by Inclusion Lead Planning for future development of resources	Ongoing Half-termly monitoring Training as and when required	All children with SEND are included in all aspects of school life
All staff to recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum?	Continuous CPD Regular monitoring by Inclusion Lead	Ongoing Half-termly monitoring Training as and when required	All children with SEND are fully included in all aspects of school life.
<b>Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</b>			
Ensure all pupils have access to a learning area with simplistic, unconfusing décor.	1 Inclusion Lead to monitor unnecessary, distracting teaching aids in classrooms which may cause confusion. 2 Inclusion Lead to ensure privacy partitions are used where appropriate.	1&2 Half-termly monitoring by Inclusion Lead	SEND children are able to access learning spaces without confusion.
Teaching spaces and social areas in and out of school are accessible to all	Take reasonable steps to change layout of areas if new pupils join the school that require this adjustment.	As necessary – Inclusion Lead to liaise with Facilities Manager.	SEND children are able to take advantage of all areas of the school.
Environment adapted to enable participation by all pupils	Consider providing: <ul style="list-style-type: none"> <li>Non-visual guides used to assist people to use the building</li> <li>Hearing induction loop</li> </ul>	As necessary – Inclusion Lead to liaise with Facilities Manager.	SEND children are able to fully participate and are not at risk.

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	<ul style="list-style-type: none"> <li>Emergency alarm systems adapted to cater for those with profound hearing impairment if pupils join the school that require adjustment</li> </ul>		Personal Emergency Evacuation Plans (PEEPs) already cater for those who require adapted evacuation control measures.
Ensure those with physical disabilities access the academy facilities and curriculum	Liaise with relevant specialist teachers to support individuals who need adjustments. This may mean use of the lift, specialist ICT equipment, adult support to move around the school for pupils with mobility challenges where relevant	Inclusion lead liaise with specialist teachers, Facilities Manager and relevant support staff.	SEND children are able to fully participate and are not at risk.
<b>Improving the availability of accessible information to disabled pupils, staff, parents and visitors</b>			
Provide information in different formats if necessary.	If stakeholders require, provide information such as handouts, timetables, textbooks, information about the school in a different format as relevant to special need.	Inclusion Lead or Executive Principal liaise with Finance Manager	Information can be understood by all pupils, parents, staff and visitors.