Policy Statement

Accessibility plan

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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.

Our vision is to ensure that all pupils are able access the rich knowledge that has been handed down through the ages: young people are entitled to experience, in Matthew Arnold's words *the best that has been thought and said*. Access to the shared knowledge intelligent adults take for granted is a democratic right in order to understand and shape our community, our country and our world – to have our say in our democracy. This knowledge informs our community and empowers them to promote equality and inclusion within the school.

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.

The School and the Trust honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive

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 governors of the school.

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.

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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 nondisabled 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.

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and longterm objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated support for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities such as resources with increased font size etc Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Planning includes opportunities to work in group/pairs/collaborative learning as well as whole class.	Improve transparency of who our key students are in all year groups and closely monitor those who are PP and SEND, creating strategies (initially with Year 11).	PP/SEND to be a standard agenda item in SLT/HoF/Faculty and Year Team meetings. (Sep-November).	HSC/SENCO, SLT in charge of Curriculum and Assessment.	January 2024	More frequent, and often structured discourse surrounding key students. -Clear acknowledgement on seating plans to identify key students and which provide evidence that lessons are planned to enable these students to make sufficient progress. • Higher levels of parental engagement used to address concerns and promote positive outcomes • exam papers enlarged, as required • Coloured paper and/or overlays • Regular use of radio aids

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height Steps taken to reduce background noise for HI or Deaf students – advice sought from other agencies	To ensure individuals with disabilities can access the school and move freely to and from one place to another. Ensure signs to facilitate movement around school are clear/obvious.	Enlarge signs and include, where practical, visual representation of area/topic. Update class signs/directions to be at an appropriate height and font size.	Site team Site team	January 2024 January 2024	Larger/visible signs in place. Students are able to recognize signs and where to go.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • British sign language or signed-English • Large print resources • Lip speaking • Radio aid system • Visual as well as spoken information through whiteboard/projection of lessons • Reading aloud • Mind maps/diagrams	Pictorial or symbolic representations. Ensure questions on internal exam papers are on appropriately sized paper and also on the same page. Ensure IT supports learning	Training all staff to use Communicate in print. DOCs Plus programme to be trialled to support students at home and in assessments.	KG HoFs SENCo/HSC	January 2024 January 2024	Teaching staff more proactive in building collaboration with hearing support staff Student voice around what works well shared with staff (HSC in briefing). Students able to access/complete homework more easily. Delivery of information, in an appropriate method for need, is consistent.
Staff recognise and allow for the mental effort/ additional time required by some disabled children/ young people e.g. using lip reading, processing difficulties (including people with autism).	The school has provided training around process difficulties and how to support deaf students in the lesson. Strategy sheets are produced for each student that states the need to allow 'thinking' time. Where necessary, adjustments made for individuals around the use of alternative working space and/or support at times of pressure/anxiety.	To further develop awareness/ recognition of the need for additional time.	Staff to check planning/ curriculum content. Staff to check students' understanding at regular intervals. Explore additional training opportunities for staff.	All staff. SLT	January 2024	Student voice reflects support given to have 'thinking time. Students making progress. Evidence of reasonable adjustments through learning walks

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

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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 Principal or Senior Leadership Team with responsibilities over inclusion.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Bullying and Harassment Policy
- Careers Education and Guidance Policy
- E-Safety
- Equality & Diversity
- Keeping Children Safe in Education Guidance
- Prevent Policy
- SEN Policy
- SEN and Disabilities Report (on website)

This statement will be reviewed on: JANUARY 2024
Signed by the Principal: H CASSADY
Signed by the Chair: S BLANDFORD

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
Corridor access	good	N/A	Site	N/A
Number of storeys	2	N/A	Site	N/A
Lifts	One lift in the Sixth Form building	In working order	Site	N/A – ongoing checks
Parking bays	6 disabled parking bays at the front of school	N/A	Site	N/A
Entrances	Double doors to reception, promenade and Hall in main building. Automatic dbl doors on sixth form	N/A	Site	N/A
Ramps	All surfaces level	N/A	Site	N/A
Toilets	2 disabled toilets situated in the main corridor and also in sixth form	N/A	Site	N/A
Reception area	Wide open area with seating. Double doors to allow access. Fit for purpose	N/A	Site	N/A
Internal signage	Available and visible on the corridor	Develop internal signage in the reception area indicating areas of the building	Site	18/01/21
Emergency escape routes	planned	Present map of school with escape route marked	Site	18/01/21