POLICY TITLE: ACCESSIBILITY PLAN

STATUS: STATUTORY

REVIEWED BY: LOCAL GOVERNING BODY

                    VICE PRINCIPAL

                    PRINCIPAL

                    SENDCo

DATE OF APPROVAL: June 2023

DATE OF REVIEW: June 2026 (Every 3 years)

1. Rationale and Aim

This plan sets out the proposals of the Governing Body of the school to strategically increase access to students in the three areas required under Schedule 10 of the Equalities Act 2010:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

2. Legislation

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.

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 Principal.

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 & SEND Policy
- Supporting pupils with medical conditions policy

6. Action Plan

Increasing the extent to which disabled pupils can participate in the curriculum					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Improve the curriculum offer outside of EBACC	• Offer Functional Skills pathway • Train staff to deliver and assess AQA Unit Award Scheme (UAS) courses	SENDCo, Curriculum Lead	Short & Medium Term	September 23	
Consistent implementation of adaptations for students with disabilities	• Individual Education Plans or reasonable adjustments in place for students who require adaptations • Teachers consistently apply adaptations for those students in lessons and around the school • Provision of adaptations monitored by the SENDCo, Senior and middle leaderships as part of teaching and learning reviews	SENDCo, Class Teachers, Teaching Assistants	Long Term	Ongoing	
Teachers and non teaching staff are adequately trained to support students to better access the curriculum	• Updated training for teaching assistants on the Reading+ & Lexia programmes • Further training to be provided around ADHD and SEMH needs in 2023/24 academic year	SENDCo, Class Teachers, Teaching Assistants	Short & Medium Term	Summer 2025	- ASD training in 2023 - Trauma and detachment training 2022

	• Training around specific learning difficulties under cognition and learning to be provided to staff in the academic year 2024/25				
Interventions are strategically implemented to improve student's ability to access the curriculum	• GL and NGRT data is analysed in order to evaluate students' English and Maths ability. • Students are grouped into interventions based on standardised assessment data. • Interventions are implemented in cycles from October - February and February - May to support concerns around illiteracy and reading. • Interventions of Reading + & Lexia to be evaluated and contracts renewed to ensure progress is ongoing.	SENDCo, Head of English and Literacy lead, Class Teachers, Teaching Assistants	Long Term	Ongoing	
Students to have access to assistive technologies	• Improving the text to speech software package in school with Claro Reader • Implementing and trialing talk to text software	SENDCo, Class Teachers, Teaching Assistants	Medium Term	Summer 2024	
Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided					

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
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	Principal, School Business Manager & Site Team	Long term	Ongoing	Adheres to all the current legislation related to access

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
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: ● Internal signage ● Large print resources ● Braille	School Business Manager	Long term	Ongoing	Accessible signage on sign and under constant review. Options available on website and request

	● Induction loops ● Pictorial or symbolic representations				