

Accessibility Plan



Date: 1st November 2021

Approved by: Richard Tomlinson - Head Teacher
Peter Golightly – Chair of Governors

Next review due by: November 2024 (review at least every 3 years)

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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 ASPIRE Multi-Academy Trust ETHOS

Model for Excellence



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 (Aspire MAT, Notts Local Authority) 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 governors of the school.

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. Accessibility plan

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

Increase access to the curriculum for pupils with a disability:

- *Our school offers a differentiated curriculum for all pupils.*
- *We use resources (where identified and appropriate) tailored to the needs of pupils who require support to access the curriculum.*
- *Curriculum resources include examples of people with disabilities.*
- *Curriculum progress is tracked for all pupils, including those pupils with SEND.*
- *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.*
- *Reasonable adjustments are taken into consideration for assessments (including sats) on an individual basis eg. rest breaks, additional time, larger print,*

Improve and maintain access to the physical environment:

The environment is adapted to the needs of pupils as required.

This includes:

- *Ramps/slopes and hand rails to access the school.*
- *Corridor width (obstructions to impede access either reduced or removed)*
- *Disabled parking bay (one outside school on Kneeton road) not designated to the school specifically*
- *Disabled toilet available with emergency pull cord / please note this is not a wet room/shower*
- *Library shelves at wheelchair-accessible height*

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 and external signage (eg. Accessible toilet sign prominently displayed in corridor).*
- *Large print resources made available where identified.*
- *Pictorial or symbolic representations (eg. Accessible toilet).*

4. Monitoring arrangements

This document will be reviewed every few year, but may be reviewed and updated more frequently if necessary.

It will be approved by: Peter Golightly - Chair of Governors, Governing board, John Hunter - Health and Safety Governor, Steve Maynard – Site Manager and Richard Tomlinson - the Head Teacher.

5. Links with other policies

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

- School Vision Ethos (circle)
- Health and Safety policy
- Emergency Plan / Risk Assessment / Fire risk plan
- Behaviour policy (and St Peter's behaviour addendum)
- Equality information
- Special educational needs & disability (SEND) information report and policy.
- Supporting pupils with medical conditions policy

