



<b>Policy Name</b>	<b>Accessibility Plan</b>
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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.

As a specialist school for students with an EHCP for SEMH needs, we value and have at our heart the mantra that opportunity is for all.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including our partner local authorities, the Board, Parents and Young People

### 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 Accessibility Plan** focuses on the following areas:

1. To ensure that all pupils have full access to the curriculum / learning experiences on offer in school.
2. To improve the interior learning environment to ensure it enables all pupils to have full and safe access to classrooms & associated spaces.
3. To enable all pupils to have an enriched experience of the PE curriculum.
4. To help pupils to make informed healthy lifestyle choices.

AIM	CURRENT PRACTICE GOOD Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Pupils have access to a phonics curriculum which feed into our Literacy Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• To provide a range of reading resources that clearly reference where young people are from</li> <li>• Develop the educator assessment tracker</li> <li>• Pupils make accelerated progress in reading</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the range of SEMH literature available for student reading</li> <li>• Work with educator developing the assessment tracker, incorporating Building Learning Power</li> </ul>	<ul style="list-style-type: none"> <li>• EG</li> <li>• SG</li> </ul>	<ul style="list-style-type: none"> <li>• 01/07/2025</li> </ul>	Envision in place

AIM	CURRENT PRACTICE GOOD Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>We currently have accessibility on the ground floor.</p> <p>This can be further improved, with appropriate signage, handles and widening of doorways</p>	<ul style="list-style-type: none"> <li>• Create a dedicated disabled parking space directly in front of the school</li> <li>• Feasibility study of providing greater access to the classrooms and outdoor space</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance to create marked parking bay</li> <li>• Commission feasibility study</li> </ul>	<ul style="list-style-type: none"> <li>• S.Ashton</li> <li>• S.Ashton/S.Graham</li> </ul>	<ul style="list-style-type: none"> <li>• 01/09/25</li> <li>• 01/07/2025</li> </ul>	<ul style="list-style-type: none"> <li>• Parking space created</li> <li>• Feasibility study created</li> </ul>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pictorial timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Create a series of pictorial representations of the curriculum subjects and create individual student timetables</li> </ul>	<ul style="list-style-type: none"> <li>• E.Gibson/R.Brown</li> </ul>	<ul style="list-style-type: none"> <li>• 01/07/2025</li> </ul>	<ul style="list-style-type: none"> <li>• Students in need receiving timetables</li> </ul>

#### **4. Monitoring arrangements**

This document will be reviewed and updated more frequently if necessary. It will be reviewed by the Board and the Headteacher.

#### **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

