



Accessibility Policy and Plan

Amendments highlighted

| Date | Actions taken | Responsibility |
|-------------|------------------------------------|----------------------------------|
| 15.09.2021 | Policy written | Clare Chapman and Hayley Brooker |
| 29.09.2021 | Policy reviewed and accepted | Management Committee |
| 18.11.2024 | Policy Reviewed | Hayley Brooker |
| 25.11.2024 | Policy for review and ratification | Finance and Resources Committee |
| 01.12.2025 | Policy amended and ratified | Full Governing Body |

Aims

The purpose of our Accessibility Policy and 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.

This is in line with the requirements of the Equality Act 2010.

Our school aims to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The schools assess the needs of each individual and ensure that appropriate provision is put in place for their needs so that they can access the curriculum and learning environment alongside their peers. Staff are appropriately trained to make sure that all needs, including intimate care, moving and handling and medical interventions, are met.

This policy should be read in conjunction with:

- Equality and Diversity Policy;
- Special Educational Needs and Disability Policy;
- Health and Safety Policy;
- Teaching and Learning Monitoring Policy;
- Medical Needs Policy.

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.

Monitoring Arrangements

This policy will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body or the Standards and Improvement Committee.

3. Action plan

| Target | Strategies | Timescales | What will success look like? |
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| <p>To be aware of the access needs of disabled children, staff, governors, parents/ carers and visitors (including hidden disabilities)</p> | <ul style="list-style-type: none"> - Ensure the school staff & governors are aware of access issues - Create plans for individual disabled children as part of the SEND process (e.g. Individual Healthcare Plans, Intimate Care Plans) - Ensure staff, governors, parents/carers and visitors can access areas of school used for meetings and other events e.g. assemblies - Ensure a PEP (Personal Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired - Provide relevant training to staff supporting individuals with a disability | <p>As required</p> | <ul style="list-style-type: none"> - SEND objectives are in place for disabled pupils and all staff are aware of pupils' needs. - All disabled children, staff, governors, parents/carers and visitors are confident that their needs are met and have access to the required areas of school. - Accessibility is monitored to ensure any new needs are met and appropriate adaptations are made. - PEPs are prepared and reviewed as individual needs change |
| <p>To maintain safe access for visually impaired people</p> | <ul style="list-style-type: none"> - Ensure recommendations by external agencies are in place - Identify areas where yellow paint/tape is required on steps or other edges - Provide consistent routines and classroom organisation and notify and support the person with the visual impairment of any changes - Check exterior and interior lighting is working on a regular basis - Put black/ yellow hazard tape on poles at end of play equipment to | <p>Annually and as new children join the school throughout the year</p> | <ul style="list-style-type: none"> - Visually impaired people feel safe in the school environment, both inside and out. - Adaptations successfully meet the needs of individuals. |

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| | <p>help visually impaired children, if appropriate</p> <ul style="list-style-type: none"> - Regularly talk to the individual to ensure provision is appropriate and supportive and implement any identified changes. | | |
| To ensure fire exit routes and procedures are suitable for people with a disability (including hidden disabilities) | <ul style="list-style-type: none"> - Ensure staff are aware of need to keep fire exits clear. - Ensure signage is clear and visible - Ensure a PEP (Personal Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired | Daily | All disabled personnel and pupils have safe exits from school and are aware of where their safest route is. |
| To provide accessible car parking | <ul style="list-style-type: none"> - Disabled members of staff, parents/carers of children with a disability and visitors have a place to park in the staff car park as close to the main building as possible | On-going | There is a place for disabled members of staff, parents/carers of children with a disability and visitors to park throughout the school day. |
| To make all school visits and trips accessible to all pupils | <ul style="list-style-type: none"> - Ensure venues and means of transport are suitable and alternative plans are made should a venue not be suitable for all. - Ensure appropriate risk assessment is in place. | On-going | All pupils are able to access all school trips and take part in a range of activities. |
| To ensure the curriculum is accessible to all pupils | <ul style="list-style-type: none"> - Review planning to ensure that all needs are appropriately met, making adaptations where appropriate. | On-going | All pupils have access to PE lessons alongside their peers, supported, as appropriate by an adult and/or |

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| | <ul style="list-style-type: none"> - Ensure recommendations by external agencies are in place. - Make links with organisations which support disabilities e.g. sport and physical activities. - Support the child with appropriate and adapted resource e.g. specific software or enabling a child to use a different method of recording their work. - Provide relevant training to staff supporting pupils with a disability - Talk to the disabled child about any activity or sport they take part in out of school and celebrate this in school. | | <p>adaptations.</p> <p>Children feel that their sporting achievements are recognised and supported.</p> |
| To ensure disabled children can take part equally in lunchtime and after school activities. | <ul style="list-style-type: none"> - Ensure club providers are inclusive and make adaptations as appropriate to meet the needs of all attendees. - Ensure the range of clubs on offer are balanced to meet a variety of needs. - Ensure appropriate risk assessment is in place. | On-going | <ul style="list-style-type: none"> - Disabled children feel able to participate equally in out of school activities. |
| To ensure support staff have specific training on disability issues | <ul style="list-style-type: none"> - Identify training needs - Liaise with external agencies - Audit training to ensure all training is up to date and there is a clear cycle for updates. | On-going | <ul style="list-style-type: none"> - Raised confidence of support staff - Clear records of training undertaken showing when renewals need to take place. |
| To ensure disabled children can move safely to different areas of the school | <ul style="list-style-type: none"> - Make sure all corridors are clear of obstructions. - Where necessary, reassign rooms to | On-going | <ul style="list-style-type: none"> - Disabled children can get to the hall/other areas of school from their classrooms |

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| | ensure locations are most appropriate for children with a disability (e.g. as there is no lift in Queen Edith, a later years class may need to relocate to a ground floor classroom) | | |
| To improve and maintain access to the physical environment | <ul style="list-style-type: none"> - The environment is adapted to meet the needs of pupils as required. This may include ramps, lifts, disabled parking bays, disabled toilets and changing facility, shelves and resources at wheelchair accessible height. - Regular health and safety checks will be carried out half termly by the Site Team. | On-going | <ul style="list-style-type: none"> - The site is accessible to all. - The site is well maintained, meeting Health and Safety requirements. |
| To aid the delivery of information to pupils with a disability. | - A range of communication methods are used to ensure that information is accessible. This may include internal signage, large print resources, braille, equipment for support hearing impairments and pictorial or symbolic representations. | On-going. | - Signage is accessible to all. |

Both schools will endeavour to make all the necessary reasonable adjustments required and will liaise with parents and pupils on an individual basis if further adjustments are needed.