

Children's Support Service

Accessibility plan

Reviewed April 2024

Ratified by the Management Committee 27th April 2024

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 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, 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 [e.g. 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 longterm 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.

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 management committee and Head Teacher.

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

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and longterm objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To ensure all modifications to resources are accessible and communicated to all staff - and utilised</p>	<p>SEN practitioners to create a data base of students who require additional resources/modifications to meet a disability and/or need</p> <p>Ensure all resources are clearly labelled and easily accessible</p>	<p>SENDCo</p>	<p>SENDCo/SENPs ongoing</p>	<p>All staff are fully aware of all needs of the pupils and pan effectively.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators – n/a</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>shelves at wheelchair accessible height</i> 	<p>To ensure all entrance areas are free from unnecessary clutter To ensure the disabled toilets are free from clutter</p> <p>To ensure all new shelving is accessible to wheelchair height</p>	<p>Site managers/Business manager/Heads of centres to keep a monitoring schedule of access areas kept clear</p> <p>Consideration to be given to all new building works</p>	<p>Head of centre</p> <p>Business Manager/site manager</p>	<p>Immediate</p>	<p>Access to all buildings is clear and obstacle free Toilets are easily accessible</p> <p>All new building work is accessible from wheelchair height.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Coloured overlays</i> • <i>Access to specialist teachers for additional training</i> • <i>Pictorial or symbolic representations</i> • <i>Kinesthetic learning</i> 	<p>To ensure all accessibility information is included in the Pupil Passports</p>	<p>All information to be added to pupil passports and updated as necessary – including input from specialist teachers</p>	<p>SEN practitioners SENDco Personal tutors</p>	<p>Immediate and as required</p>	<p>Pupil passports identify all needs of a pupil and this information is shared with all key partners, next provisions</p>

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 at Wickford 2 at Fairview	n/a		
Corridor access	accessible	No action		
Lifts	1 at Fairview	Keep locked for access 6 monthly maintenance	Site manager	Every 6 months
Parking bays	2 at Fairview and 2 at Wickford	Keep clearly identified and clear for disabled drivers	Site manager	ongoing
Entrances	1 main entrance at each site	No action; easily accessible. Maintain clear areas.	Site manager	ongoing
Ramps	n/a			
Toilets	Disabled toilets at each site	Keep clear from clutter	Site manager	ongoing
Reception area	Accessible entrance at Wickford and Fairview.	Keep clear from clutter	Site manager	ongoing

Internal signage	Signage at all sites	No Action	Site manager	Ongoing monitoring
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Emergency escape routes	All fire exits clearly marked	No action	Site manager	Ongoing monitoring
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