

Accessibility Policy

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Signed:	Principal
Signed:	Chair of Governors
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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. We are guided by the following principles:

Principle 1: All learners are of equal value

Principle 2: We recognise and respect diversity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4: Staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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 policy 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 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.

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	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
Increase access to the curriculum for pupils with a disability	Differentiated curriculum; tailored resources; progress tracking; appropriate target setting; curriculum reviewed to meet all pupils' needs.	Curriculum resources to include examples of people with disabilities. Lessons on the Equality Act and disabilities in PSHE, RSE, Careers, workshops and assemblies. SMSC audit across curriculum.	Add lessons to PSHE SOW; conduct SMSC and careers audits.	BM and SB	1/9/2026	Lessons added to PSHE SOW and taught to all year groups. PSHE, SMSC and careers audits in summer term.
Improve and maintain access to the physical environment	Site is rented; lift cannot be retrospectively fitted. Ramp can be added to front door. Ground floor lessons arrangeable for wheelchair users.	Long term: provide ramp to front door for wheelchair access. Convert downstairs bathroom for wheelchair accessibility.	Install front door ramp; convert downstairs bathroom; fill in tarmac holes.	BM / RM	1/9/26 / Ongoing	Ramp available; bathroom converted; holes in tarmac filled.

	Outside space monitored for trip hazards.	Remove trip hazards from outdoor space.				
Improve the delivery of information to pupils with a disability	No current students with hearing or visual disabilities. Range of communication methods available.	Reasonable adjustments made as needed: large print resources, Braille, induction loops, pictorial/symbolic representations, internal signage.	Implement adjustments when required based on student needs.	BM	When required	Hearing and visual support provided when required.

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Rebecca Mainprice (Principal) and Robert Noakes (Chair of Governors).

5. Links with other policies

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

- Risk Management policy
- Health and safety policy
- Special educational needs and disability policy
- Medication policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Maintenance and cleaning staff	Ongoing
Corridor access	Corridors are clutter free	Ensure pupil equipment does not block corridor	Maintenance and cleaning staff	Ongoing
Lifts	N/A	N/A	N/A	N/A
Parking bays	Disabled parking bays marked	None required	N/A	N/A
Entrances	Automatic front doors, enclosed lobby	None required	SLT	Ongoing
Hoists	None required	None required	Maintenance staff	Ongoing
Toilets	Toilets have disabled access and alarms	None required	Maintenance staff	Ongoing

Reception area	Accessible to wheelchair users	None required	SLT	Ongoing
Internal signage	Large signs in place	None required	SLT	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Pastoral house staff on duty and maintenance staff	Ongoing