

## Accessibility Plan

### Policy Monitoring, Evaluation and Review

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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### Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.

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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 school provides all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

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 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. 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 long-term 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>Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision.</p> <p>Teachers and teaching assistants have the necessary training to teach and support disabled pupils.</p> <p>Classrooms optimally organised for disabled pupils.</p> <p>Lessons provide opportunities for all pupils to achieve.</p> <p>Are lessons are responsive to pupil diversity/disability.</p> <p>Lessons involve work done by individuals, pairs, groups and the whole class.</p> <p>All pupils are encouraged to take part in music, drama and physical activities.</p>	<p>Short term:</p> <p>Ensure the curriculum can be accessed by all children</p>	<p>Actions for short term:</p> <p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p>	<p>All class teachers</p> <p>SENDCo</p> <p>Senior leadership team</p>	<p>Ongoing</p>	<p>Students are making progress</p> <p>Students access the curriculum</p>

	<p>Employees recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.</p> <p>Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.</p> <p>Employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in some particular activities are given alternative experiences e.g. pupils who cannot participate in all forms of physical education.</p> <p>Provide access to computer technology is appropriate for students with disabilities.</p> <p>School visits are made accessible to all pupils irrespective of attainment or impairment.</p> <p>There is a high expectations of all pupils.</p> <p>Employees seek to remove all barriers to learning and participation.</p>					
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	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The school has a lift that allows access to both floors/sections of the school</p> <p>Pathways of travel around the school site and parking arrangements are safe, logical and well signed.</p> <p>A red light flashes as the alarm sounds (in some areas-hall, toilets, stair cases, playground, driveway, mini bus court yard)</p> <p>Individuals have personalised evacuation plans.</p> <p>The lifts have tactile buttons.</p>	<p>Short term: To identify areas which pose greater risk of incident of our VI pupils or those with physical disabilities</p>	<p>-Learning walks - Use information gathered to plan year groups placement for our classes with VI pupils and those with a physical disability</p>	<p>Head teacher  Premises Officer</p>	<p>Summer term annually</p>	<p>Students access the classrooms comfortably</p>

Staff are aware of keeping doors clear of signs for VI pupils.

All areas are well lit.

Emergency lighting in case of power failure- battery backups which get tested twice a year (1 hour test and the other is a 3 hour test).

Noise is monitored in all classrooms with projector regularly checked and replaced if they are deemed too noisy.

All furniture is suitable and if any specialist items are required these are obtained at once.

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

This includes:

- Ramps
- Elevators
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Automatic hand gel
- Access to lift
- Corridor library shelves at wheelchair-accessible height

<p>Improve the delivery of information to pupils with a disability</p>	<p>The school works closely with the Vision support team for large print books and learning materials which includes teaching Braille to identified individuals.</p> <p>Staff ensure that information is presented to groups in a way, which is 'user friendly' for people with disabilities e.g by reading aloud, overhead projections and describing diagrams.</p> <p>There are facilities such as ICT to produce written information in different formats.</p> <p>Employees are familiar with technology and practices developed to assist people with disabilities. Individual training is provided where necessary.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Short term: To identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.</p>	<p>Provision map written indicating</p> <ol style="list-style-type: none"> <li>a) Formats which need changing.</li> <li>b) Strategies needed to do this.</li> </ol> <p>Support Services consulted for advice. Students opinions are taken into account</p>	<p>All staff SENDCo</p>	<p>Ongoing</p>	<p>Students are able to see, hear the information shared with them</p> <p>Students able to communicate the effectiveness of the curriculum</p>
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	<ul style="list-style-type: none"><li>• ICT e.g through the laptop/ipad</li></ul>					
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#### **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 Board on behalf of the Trust, and the Principal on behalf of the school.

#### **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

**Appendix 1: Accessibility audit-**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two story building	General maintenance- daily basis	Kris Robinson Andrew Barnett (Premises officers)	Daily
Corridor access	Daily	Keeping corridors clear so that all children of all needs can access the building	Kris Robinson Andrew Barnett (Premises officers)	Daily
Lifts	2 lifts Daily checks -Any issues dealt with immediately	Serviced twice a year - every 6 months	Kris Robinson Andrew Barnett (Premises officers)	Daily
Parking bays	Standard parking spaces 4 Disabled parking bays in total	Ensure people are parked in correct bays	Kris Robinson Andrew Barnett (Premises officers)	Daily
Entrances	5 for the school building	Ensure they are accessible to all	Kris Robinson Andrew Barnett (Premises officers)	Daily

Ramps	4 ramps in total	Ensure the ramps are fit for purpose	Kris Robinson Andrew Barnett (Premises officers)	Daily
Toilets	1 disabled toilet in the school building (13 in total)	General maintenance- daily basis	Kris Robinson Andrew Barnett (Premises officers)	Daily
Reception area	1 reception area on ground level so accessible with a supporting adult	General maintenance- daily basis	Kris Robinson Andrew Barnett (Premises officers)	Daily
Internal signage	Clear signs	Ensure the signs are clear	Kris Robinson Andrew Barnett (Premises officers)	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly.	Daily Invacuation- every term Evacuation – every term	Kris Robinson Andrew Barnett (Premises officers)	Daily to check fire escape routes  Test fire alarm weekly

## **Appendix 2: Specialist equipment checklist for schools with DSPs**

Internal/external area or room checks should include:

1. Finger guards in place.
2. Access control working.
3. Any CCTV in place is working and stickered to show that persons are being recorded.
4. Radiators and hot pipes are suitable for the environment and not a burn risk.
5. Fixture, fittings & equipment are in a safe useable condition for that age user.
6. Windows have opening restrictors on them.
7. Play equipment is suitable for the age and need of the current users.
8. Suitable risk assessments are in place that cover needs as a whole and individual. These to include as a minimum:
  - a. Classroom RA
  - b. Open/play area RA
  - c. Individual need RA
  - d. Activity RA such as cooking/building etc
9. Perimeter boundary off play area/buildings is suitable and does not pose a risk.
10. Suitable Evacuation or Invacuation procedures are in place and practiced for the current users.