



Accessibility Plan 2024 - 2027

Approved by:	IEB	Date: 15 th Feb 2024
Signed by: B Watt	(Chair)	
Last reviewed on:	12/2/2024	
Next review due by:	12/2/2027	

Vision statement

This Equality and Accessibility Policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governors are accountable for ensuring the implementation of this policy. They will also review and report on progress of the Improving Accessibility Plan. The Policy and Plan will be monitored through Health and Safety.

Purpose of the plan

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors.

Responsibility for the implementation of the Accessibility Policy lies jointly with the Head Teacher and the Finance Committee, with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school should have equality of opportunity to access the curriculum. We aim to make all areas of the site accessible. Where buildings cannot be adapted, changes will be made to the curriculum -typically this will mean re-rooming to accessible accommodation.

The principles of accessibility for all are implicit within our school policies.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability. This will be done by expanding and making reasonable adjustments to the curriculum to ensure that pupils with a disability are equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan will be monitored through the IEB meeting at end of academic year 2023/24 and upon reversion to Full Governing Body, through the Curriculum and the Premises Committee of the Governors; this committee to review this policy every three years in the spring term or sooner if required.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete Actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Include established practice and practice under development.</i></p> <p>The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual setting suitable learning challenges, responding to pupils' diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils.</p> <p>Staff aware of the range of needs with assessment data communicate to teaching staff to support</p>	<p><i>State short, medium and long term objectives.</i></p> <p>Assessment procedures used to measure progress, identify need and outcomes reported to parents/carers on a regular basis.</p>	<p>The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with student's potential ability.</p>	<p>Headteacher</p>	<p>Continuous</p>

	planning.				
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete Actions by
	<i>Include established practice and practice under development.</i>	<i>State short, medium and long term objectives.</i>			
Improve and maintain access to the physical environment	The buildings on site are not all accessible by wheelchair.	The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises e.g. installation of suitable pathways around the School site for wheelchair access.	HT and Governors to consider long term development of site and associated funding required for implementation.	Headteacher, Governors	Continuous
Consideration of sensory needs.	Rooms are well used however quiet spaces are limited.	The school will review opportunities for supporting pupils with sensory needs who require quiet, consistent spaces with access to staff support.	HT and Governors to consider long term development of site and associated funding required for implementation.	Headteacher, Governors	Continuous
Improve the delivery of written	Signage supported by visual icons where	The school will make itself aware of where possible local		Headteacher	Continuous

information to Pupils.	possible.	services, including those provided through the LA, for providing information in alternative formats when required or requested.			
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Section 3: Access audit

Feature:	Description	Actions to be taken	Person responsible	Date to complete Actions by
Access to site	<p>The gates to the site are adequate and are open during school hours.</p> <p>There is a designated dropping off/loading/unloading process.</p>	<p>Maintain school approach signage.</p> <p>Taxi/transport drop off and pick up process in place for safe entry and exit from the school</p>	<p>Headteacher, Governors</p> <p>Headteacher</p>	Continuous
Parking Bays	<p>Parking bays limited on site, lighting enhanced the area is free of obstruction.</p> <p>The pathways from the car parks to the principal entrance of the school are adequate and lit.</p> <p>There are no significant level changes which would prevent wheelchair use into the building.</p>	<p>Consideration of marking visitor/ disabled parking bay permanently.</p>	Headteacher	Continuous

Number of storeys	Two storey building – old build. One storey building – new build and Y7.	Ongoing consideration of disabled access at the point of changes to the building.	Governors	Continuous
Corridor access	New build corridors wheelchair accessible.	Ongoing consideration of disabled access at the point of changes to the building.	Headteacher, Governors	Continuous

Feature:	Description	Actions to be taken	Person responsible	Date to complete Actions by
Classrooms access	All classrooms in new build and Y7 are wheelchair accessible.	Ongoing consideration of accessible disabled access at the point of changes to the building. Purchase any specialist furniture to meet individual students' needs.	Headteacher, Governors	Continuous
Lifts	None			
Entrance	Main entrances to the building are wheelchair accessible.	Ongoing consideration of disabled at the point of changes to the building.	Headteacher, Governors	Continuous
Ramps	Suitable paths in place for entrance to main building.	Ongoing consideration of disabled access at the point of changes to the building.	Headteacher, Governors	Continuous

Toilets	<p>There are sets of toilets for both ambulant students.</p> <p>One separate toilet/shower room in the new building is fitted with grab rails and a shower seat to benefit any ambulant disabled persons. The flooring is well drained.</p> <p>One separate toilet in the school building is fitted with grab rail to benefit any ambulant disabled persons.</p>	Ongoing consideration of disabled access at the point of changes to the building	Headteacher, Governors	Continuous
Reception area	Accessible by wheelchair.	Wheelchair user's check and badge process requires staff to welcome and get details.	Headteacher, Governors	Continuous

Feature:	Description	Actions to be taken	Person responsible	Date to complete Actions by
Internal signage	Visitors are escorted around the school. Students with impairments would require assistance when first attending the school, but would quickly familiarise themselves with the layout of the property.	Ongoing consideration of accessibility at the point of changes to the building to include signage of rooms is of a type which would assist those with sight impairments.	Headteacher, Governors	Continuous

Emergency escape routes	All escape routes clearly marked. A staff member would be assigned to any blind visitor to enable exit of the building in the event of fire. The fire alarm system is auditory.	If required review the need for tactile fire escape route signage and supplementary visual warning system to current auditory system.	Headteacher, Governors	Continuous
Lightning	Buildings are well lit. Automatic emergency lighting available in event of power cut.		Headteacher, Governors	Continuous
Curriculum access	Ongoing review and development of curriculum to meet needs. Therapeutic support and targeted intervention.	Curriculum review through subjects and promoted by planning sheet. Creative solutions are explored including change of class, Learning Assistants support targeted intervention, Take 5, therapeutic support, peer support etc. in order to allow pupils displaying anxiety, depression, self-harm and other conditions to remain connected and part of the school community.	Headteacher, Governors	Continuous

Feature:	Description	Actions to be taken	Person responsible	Date to complete Actions by
Do lessons provide opportunities for all	All of our students have EHCP. Differentiated lesson plans.	The school has resources in respect of ICT equipment, and if the need arose would	Headteacher	Continuous

<p>pupils to achieve</p> <p>Do lessons involve work to be done by individuals, pairs, groups and the whole class?</p>	<p>Access to computer technology.</p> <p>The LA has a number of advisory teachers from whom staff can gain additional advice.</p> <p>Classes do not exceed 8 students (unless directed) and all have the support of learning and student support assistants. If the need arises additional support can be given.</p> <p>Varied teaching and learning styles utilised.</p>	<p>be able to purchase adaptive technologies.</p> <p>Maintain current systems which allow students' individual needs to be supported. Respond to new needs as they arise.</p> <p>Similarly, the school would be able to provide specialist desks and seating if necessary.</p> <p>Monitored through classroom observation</p>	<p>Governors</p>	<p>Continuous</p>
<p>Are all pupils encouraged to take part in music, drama and physical activities?</p>	<p>Broad and balanced curriculum available.</p>	<p>PE across all year groups, drama options in English subject. Music delivery from Sept 2024</p>	<p>Headteacher, Governors</p>	<p>September 2024 (Music)</p>
<p>School Vehicles</p>	<p>The school fleet is not suitable for wheelchair use.</p>	<p>This would be reviewed if necessary.</p>	<p>Headteacher, Governors</p>	<p>Continuous</p>

Feature:	Description	Actions to be taken	Person responsible	Date to complete Actions by
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<p>Provision of information in simple language, symbols, large print, on audiotape, Braille for pupils, prospective pupils and parents/carers who may have difficulty with standard forms of printed information.</p>	<p>Letters home to parents written in an accessible form.</p> <p>If need is identified strategies put in place to meet need e.g. parent/carer contacted by phone if difficulty in accessing the written word.</p>	<p>Improve school information systems as and when necessary to meet the specific needs of individual students or parents and carers.</p> <p>The delivery of whole school information would need improving significantly for areas of disability – specifically those with visual and physical needs.</p> <p>The use of Braille, audiotapes, large print, oral information systems of delivery, lip reading, sign language, a recognised symbol system, etc. could and would be used for students with disabilities if the need arose.</p> <p>Similarly, information to parents and carers with disabilities could be made in their preferred format.</p> <p>Contact LA for information on companies who can translate into braille.</p>	<p>Headteacher. Governors</p>	<p>Continuous</p>
<p>Is information presented to groups in a way that is user friendly for people with disabilities?</p>	<p>Letters home to parents written in an accessible form.</p> <p>Texting used to contact parents.</p> <p>Phones are used to communicate with parents/carers and help offered if to complete forms.</p>	<p>Teams/Zoom/Google meetings.</p>	<p>Headteacher, Governors</p>	

Feature:	Description	Actions to be taken	Person responsible	Date to complete Actions by
<p>Are staff familiar with technology and practices developed to assist people with disabilities?</p> <p>School announcements – staff pigeon holes, notice boards.</p>	<p>School staff are familiar with meeting the needs of those students with dyslexia, dyspraxia or ADHD.</p> <p>Student work can be provided through online.</p> <p>Currently no student has additional physical problems that create a barrier to curriculum <u>access</u>.</p> <p>Any staff with disability has a personal risk assessment.</p>	<p>Google Classroom where required.</p> <p>Risk assessments reviewed as required.</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Continuous</p> <p>Continuous</p>
<p>Access to information</p>	<p>Regular calls /email/texts to parent/carer</p> <p>Website</p>	<p>Continue with regular and necessary updates through the available variety of mediums.</p> <p>Updated regularly with any reviewed or additional information</p>	<p>Headteacher</p> <p>Headteacher, Governors</p>	<p>Continuous</p>