



Accessibility Plan

September 2018

Reviewed September 2021

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. As a non-selective school, we believe we are fully inclusive. We are committed to ensuring;
- We do not treat disabled students less favourably for a reason related to their disability
- We will make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- We will plan to increase access to education for disabled students
- We do not discriminate against anyone as explained in the Disability Discrimination Act 1995
- We do not allow any form of harassment of people with disability
- We will promote positive attitudes towards anyone living with a disability
- We will make reasonable endeavours to remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage a full participation by everyone in our school activities

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.

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.

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.

Students with a physical disability or medical condition

Prospective parents whose child has a physical disability or a serious medical condition including progressive conditions are advised to discuss this with the School before completing the Common Application Form. If the condition is serious enough to warrant an Educational Health Care Plan (EHCP), the parent should discuss this with their home local authority in order to ensure the selection of an appropriate school which may include the School. This is to ascertain whether the School would be able to make appropriate provision for the child with their condition.

Once their child has been offered a place at the School, parents should make arrangements with the Learning Support Manager to discuss in detail their child's condition and needs and to allow the school to liaise with any health care professionals already involved.

If any student develops a serious medical condition whilst at the School, plans will be made in response to the individual need and in consultation with parents and health care professionals.

Many of the adjustments we make are dependent upon individual needs and we are moving towards more individualised approaches through SEND profiles, learning strategies and in depth EHCP.

The School aims to provide students with medical, physical, emotional and sensory disabilities the same opportunities as other students within school. Reasonable adjustments are made to enable students to meet their full potential e.g. modification of teaching resources to meet the needs of a visually impaired individual or consideration of the acoustics in a room to allow for a hearing-impaired student to access information delivered within the classroom.

Teaching and Learning

- We use teaching strategies to enhance learning and participation in a broad and balanced curriculum
- We find ways in which all students can take part in sport and music. We plan our out-of-school activities and school trips in such a way that students with disabilities can participate
- We will review and monitor to ensure any disabled students make progress in line with their abilities, then evaluate and adapt school practice accordingly
- Academic progress is monitored and 'value added' considered
- Additional interventions will be provided where possible
- Individual SEND profiles and their targets will ensure aptness of teaching and learning strategies
- Targets will be monitored regularly

- Targets and progress towards them will be reported to parents regularly
- We use language that does not offend, and we make staff and students aware of the importance of language.

Monitoring and Impact Assessments

The SEN register and the Students with Medical Needs Register is updated and published for staff on a termly basis.

The Physical Environment

The School has good vehicular access and has paved areas around the school which gives access to car parking including disabled parking. The school has a large number of disabled parking bays at the front of the school.

The School has two lifts, one in each block. This allows students to access all areas in the school. Each Faculty has classrooms with tables designed for students in wheelchairs. At reception and in each of our blocks there are toilets with disabled access.

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 headteacher and the FGB.

To be read in-conjunction with:

- Special Education Needs and Disability Policy
- Supporting Students with Medical Conditions Policy
- Equality and Diversity Information and Objectives Policy
- Anti-Bullying Policy
- Health and Safety Policy
- First Aid Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	4 on A block and 4 on B block	The Heads of Faculty (HOF) should contact reception, initially, if someone is in need of assistance	NP, Site Staff, HOF and SLT	Sept 18
Corridor access	4 on A block and 4 on B block and 3 floors that link to the A/B block	To keep clear for easy access. Heads of Faculty, Site-staff and SLT should ensure that corridors are clear. Any issues should go to the site staff.	NP, Site Staff, HOF and SLT	Sept 18
Lifts	2	There is one a nominated adult on each floor that has a lift key to assist a student if needed. Any issues staff should contact reception who will, contact; First Aider, SLT, Key holder or Site staff.	NP, Site Staff, HOF and SLT	Sept 18
Parking bays	8	They are approximately 40 meters from the school with easy access	In place	In place
Entrances	1	Easy access no steps	n/a	n/a
Ramps		We have no ramps	n/a	n/a

Toilets	8	All combination locks will revisit this as and when needed. Information should be made available to students/staff on arrival at reception.	Reception	Sept 18
Reception area	1	Will need to lower the buzzer for entry if in wheelchair	Reception	Sept 18
Internal signage	NONE	We need to increase the signage in and around the site	NP	Sept 18 – Sept 19
Emergency escape routes	2	These are clearly in place from the front and back of building. Information to be made clear to all visitors.	Reception	Sept 18