



Accessibility Plan

2023-2024

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	NEXT STEPS
Ongoing - Ensure that all of our children access a meaningful curriculum which meets their needs and challenges them.	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. The details are published on our website. • We use resources tailored to the needs of pupils to enable them to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils • Targets are set effectively and are appropriate to meet our pupils' needs. • The curriculum is regularly reviewed to make sure it meets the needs of all pupils. 	<ul style="list-style-type: none"> • We constantly review our curriculum to make sure that it meets every child's needs. In Spring - Summer 2025 we will carry out a full review of the impact of our curriculum over four years involving all stakeholder groups.
Ongoing – Improve, develop and maintain access to the physical environment	The environment has been specially designed to the meet needs of pupils as required. Whenever adaptations are required to meet children's needs, these are prioritised.	<ul style="list-style-type: none"> • Ongoing review of, and adaptations to, the environment to make sure that the needs of pupils with SEMH are fully catered for in the internal and external school environment.
Ongoing - Improve and develop the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible to all of our learners. This includes:</p> <ul style="list-style-type: none"> • Makaton • Braille • Pictorial or symbolic representations • Augmentative or alternative communication aids 	<ul style="list-style-type: none"> • Ensuring ease of access to information for all families where English is not the home language.

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SLT and governors.