



ACCESSIBILITY PLAN

ACADEMIC YEAR 2023/2024

HEADTEACHER: MR K RONDEAU

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 school's principles are best defined through our Christian Vision:

"Our Christian vision is Loving, Growing and Succeeding Together. We put our hope in God, where every day counts and seeds are sown in fertile soil. We lay up a foundation for the future so we can enjoy life which is life indeed. This we do together, with love"

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.

We have included a range of stakeholders in the development of this accessibility plan, including, staff and governors of the school.

2. LEGISLATION & 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to make sure it meets the needs of all pupils 	That PSHE texts to ensure that all protected characteristics, particularly disability, are suitably represented.	Audit and, if required, purchase appropriate texts.	RG	July 2024	<p>Texts have been audited.</p> <p>Texts and PSHE curriculum resources are appropriate and representational.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities. Library shelves at wheelchair-accessible height 	Ensure that the school library is wheelchair accessible.	Review layout of the library.	SF & LR	July 2024	<p>Accessibility of the school library has been reviewed.</p> <p>Plan is in place to reorganize the library area to access wheelchair user.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>Ensure that all staff, including those new to the school, are of, and use communication methods that ensure information is accessible.</p>	<p>Review EHCPs and learning plans with class teachers and additional adults to identify key amendments to provision.</p>	<p>SENCo</p>	<p>Termly</p>	<p>All staff implement the appropriate communication method to ensure that identified children can access information.</p>
<p>Extra-curricular opportunities are accessible to all.</p>	<p>The school works hard to offer a range of extra-curricular activities within and outside of the school day.</p>	<p>Ensure that extra-curricular activities are accessible and achievable for children with disabilities.</p>	<p>Audit of extra-curricular activities.</p> <p>Review the planned programme during each academic year.</p> <p>Comprehensive risk assessment to support inclusion of pupils.</p>	<p>SENCo & Curriculum Leader</p>	<p>As requires</p>	<p>The school offers a broad offer of extra-curricular activities.</p> <p>All children are able to access an extra-curricular activity.</p>

4. MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, and designated school staff including the headteacher.

It will be approved by the governing board.

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
- SEND policy
- Supporting pupils with medical conditions policy