



Accessibility Plan

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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 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.

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 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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term 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"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • 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 ensure it meets the needs of all pupils. 	<ul style="list-style-type: none"> • Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum – ONGOING • Ensure staff are aware of specific needs of each individual pupil – SHORT • Make best use of technology to assist access to the curriculum - ONGOING 	<ul style="list-style-type: none"> • Provide regular training. Priorities the immediate needs of the current cohort. • Staff continue to complete 'One Page Profile' of students' needs. • Match the needs of the pupil to the technology to facilitate more independent access to the curriculum 	SENDco Class Teachers SENDCo	Ongoing Start of school year or when a child joins the school Ongoing	Staff will have confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum. Evidence of ICT equipment being used in lessons effectively to support the learning of pupils with a disability

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Disabled toilets and changing facilities • Book shelves at wheelchair-accessible height 	Ensure access for wheelchair users to all classrooms	Ramps to Year 6 classroom	Headteacher / Site Manager / School Surveyor (Cunliffs)	March 20223	Wheelchair users can access all classrooms
Improve the delivery of information to pupils with a disability	Individuals with disabilities are supported with their own visual timetable	Ensure that visual timetable is used in older classes if required	Visual timetables are used in any classroom that has a child with these needs	Class teachers	At the start of each term	Visual timetable is used to support child in class

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	Children regularly use coloured overlays	Children with dyslexia (or suspected dyslexia) are assessed by staff to see if overlays would help	Assess children at the start of each new academic year. Ensure we have plenty of these in school at all times	SENDCo		Children use the coloured overlays to good effect
Information on website accessible to all.	Text can be translated for information on the website.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus available on website.	Website to be regularly updated	SLT / Office Staff	As required	Website to have very clear information that can be accessed by all people.
Information for parents/ carers to be clear for all.	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable.	School office /Family Liaison Staff to help parents access school information and complete forms.	Information translated when appropriate	Office Staff / Family Liaison	As required	Parents feel that the communication is effective.

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 Governing Body.

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