



# Accessibility Policy



Approved by FGB November 2024

Next review due: November 2025

CONSIDERATION

ASPIRATION

RESPONSIBILITY

ENJOYMENT

## 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.

## 2. Legislation and guidance

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

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.

### **3.Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

#### 4.The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## 5. Accessibility Action Plan 2023-2026

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Strand 1	<b><u>Access to the curriculum</u></b> <b>Increase the extent to which disabled pupils can participate in the school curriculum</b>			
Target	Strategy	Responsibility	Date To Complete Actions By	Success Criteria

<p>1.To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs</p>	<ul style="list-style-type: none"> <li>• Ensure staff training and development is up to date and continues to meet needs of all pupils with SEND</li> <li>• TA audit of awareness and ideas to support</li> <li>• To include 'Area of Needs' Resource bank on shared network of strategies to support pupils with a variety of needs e.g.dyslexia, ADHD, speech and language difficulties, etc.</li> <li>• To ensure all LSAs employed to support children with Autism access appropriate training from the Cheshire East Autism Team within the first term of employment in that role</li> <li>• To further improve the ordinarily available provision in the classroom so that the needs of all students are fully met</li> <li>• To liaise with external agencies such as Educational Psychologist and Health Authority professionals regarding pupils with a health-related disability and include advice in SEND provision and Health Care Plans</li> <li>• To ensure school trips are accessible for pupils with learning or physical disabilities through forward planning and risk assessments</li> <li>• Ensure all pupils with SEN have provision in place and this is recorded and reviewed on SEN Support Plans.</li> </ul>	<p>SENCO and leadership team</p>	<p>ongoing</p>	<p>Training is planned and appropriate to the needs of pupils. Support staff knowledge will improve as evidenced by the audit follow up. All staff are confident in their ability to support children with a variety of needs. Evidence of training collected. Continue to develop whole school training to promote high quality teaching.</p> <p>Evidence of appropriate intervention in school. Increasing numbers of pupils achieve thresholds. Accurate information and appropriate support strategies for pupils with a health-related disability.</p> <p>All pupils are included on all trips and visits</p>
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<p>2.To improve explicit tracking of SEN achievement and feeding back to teachers</p>	<ul style="list-style-type: none"> <li>• To ensure children with an EHCP and a diagnosis of Autism are tracked and monitored using the Autism Education Trust tracker</li> <li>• To establish class provision maps half termly to ensure SEN children are getting the extra support they need</li> <li>• To set attainable targets for pupils with disabilities and monitor their progress towards achieving them.</li> <li>• To further refine monitoring and evaluation process with particular reference to progress and outcomes for pupils with disabilities</li> </ul>	<p>SENCO and leadership team</p>		<p>AET tracker established and placed on shared drive for easy access by teachers.</p> <p>Class provision maps updated half-termly and scrutinised by SENCO and SLT</p> <p>Accurate planning and targets related to attainment levels. Differentiation/Adaptation used effectively in class. Data readily available on progress and outcomes for pupils</p>
<p>3.To review patterns of participation in after school clubs for children with SEND</p>	<ul style="list-style-type: none"> <li>• Analysing extended school provision to ensure participation for children with SEND.</li> </ul>	<p>PE Lead SENCO and Leadership Team</p>		<p>Report shows that children with SEN are well-represented in after-school provision</p>
<p>4. To ensure we hear the pupil voice of those children with SEN/disabilities</p>	<ul style="list-style-type: none"> <li>• To include all pupils with SEN in the termly review of their SEN Support Plan</li> <li>• To ensure the use of communication boards for pupils with SLCN</li> <li>• For all pupils with a disability to have an updated One Page Profile when they move to a new class.</li> </ul>	<p>SENCO/ Class teachers</p>		<p>Pupils with disabilities feel that they are being heard and have a say in their support and provision. Reviewed termly with pupils, families and relevant staff. Survey/feedback leads to greater accessibility. SEND specific questions included on annual parental questionnaire.</p>

<b>Strand 2</b>	<u><b>Access to the physical environment</b></u> <b>Improving the physical environment</b>			
Target	Strategy	Responsibility	Date To Complete Actions By	Success Criteria

<p>5.Improve and maintain access to the physical environment of the school, adding specialist facilities/physical aids as necessary</p>	<ul style="list-style-type: none"> <li>• Evaluate the environment depending on pupil intake.</li> <li>• The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>○ Ramps</li> <li>○ A parking bay [to help if parents need to drop off on school site]</li> <li>○ Toilets for the disabled and changing facilities</li> <li>○ Access for wheel chairs throughout the school.</li> </ul> </li> <li>• Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.</li> <li>• Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</li> <li>• Headteacher, (SLT) and governors along with premises staff, to walk around the school site to see how it would look like to a visitor / new parent arriving on site.</li> <li>• Maintain the provision of the Sensory Room</li> <li>• Continue to consider the acoustic properties of the school building</li> <li>• To maintain yellow edging to external steps around school</li> <li>• Continue to consider the sensory needs of pupils regarding lighting and window coverage</li> </ul>	<p>SENCO and leadership team Site Manager Governors</p>	<p>ongoing</p>	<p>For all pupils and staff to be able to move around outside the building easily and safely</p> <p>All pupils have equal access to a broad and balanced curriculum</p> <p>Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart</p>
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**Strand 3**

**Access to information**

**Improving the delivery of information to Disabled Pupils**

Target	Strategy	Responsibility	Date To Complete Actions By	Success Criteria
<p>6.Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Ensure the efficient use of visual resources This includes: <ul style="list-style-type: none"> <li>○ Internal signage</li> <li>○ Large print resources</li> <li>○ Pictorial or symbolic representations</li> <li>○ Staff have received training in Makaton.</li> </ul> </li> <li>• Ensure all staff have access to widgets/CIP if needed.</li> <li>• To use a variety of real objects/photos/symbols to support children at their different levels of communicative need.</li> <li>• Social Stories to be used as necessary to aid children’s transitions and as required at other times</li> <li>• To provide any specialist equipment which will promote independent learning and skill development (headphones, writing slopes, pencil grips, specialist seat etc.)</li> <li>• To meet the needs of individuals during statutory end of Key Stage Test</li>   <li>• To ensure stakeholders can access information</li>   <li>• To ensure defibrillator is accessible on site</li> <li>• To ensure staff are trained to meet any medical needs of pupils</li> </ul>	<p>SENCO and leadership team</p>	<p>ongoing</p>	<p>Pupils will be able to communicate their wants and needs.</p> <p>Staff can prepare high quality visuals</p> <p>Pupils will be supported in their language development.</p> <p>Pupils will be supported during times of change.</p> <p>Equipment ensures access to learning and develops independent learning skills</p> <p>Pupils will be accessed in accordance with regular classroom practice. Additional time, use of equipment etc will be applied for based on guidance.</p> <p>Written information will be provided in alternative formats as necessary</p> <p>Staff are aware of their location and know how to use it</p> <p>Training is undertaken annually to ensure medical needs are met eg. Epipen, diabetes etc</p>

<p>7.The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through your monitoring and evaluation process.</p>	<ul style="list-style-type: none"> <li>• SEN Governor and SENCO (Asst Head Inclusion) will update this audit of accessibility annually</li> <li>• To ensure that school governors are supported in developing and exercising their responsibilities under the Disability Discrimination Act 1995</li> <li>• SENCO work is integrated into strategic planning and information is regularly updated</li> </ul>	<p>SENCO and leadership team</p>	<p>November 2024</p>	<p>Accessibility plan is regularly reviewed and updated</p> <p>Governor training attended</p> <p>Use of LA briefings</p> <p>Training updates for SENCOs</p> <p>Cluster meetings attended</p> <p>LA briefings/training</p> <p>SLT input</p>
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## **6. Monitoring arrangements**

An audit of this plan will be completed annually by the SENCO and the SEN Governor.

This document will be reviewed every **3** years, but the GB will review updates on a yearly basis following completion of the Accessibility Plan Audit.

It will be approved by the GB at the autumn FGB meeting.