



Accessibility Plan

Senior Leader responsible	Nick O'Brien (Equalities Lead)
Date approved by LGB	27/04/2023
Next review date	Spring 2026

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 all pupils, but especially 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 and a sense of justice. 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

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school is fully committed to 25 hours of quality first teaching for all students. • We support all pupils to do their best in school and do not prejudice anyone with low expectations. • Curriculum progress is tracked for all pupils, including those with a disability and send needs. • Targets are set effectively and are appropriate for pupils with additional needs as part of learning plans. • The curriculum is reviewed to make sure it meets the needs of all pupils • Reasonable adjustments are put in place to support students with protected characteristics 	<ul style="list-style-type: none"> • Curriculum resources include examples of people with disability as part of our approach to DEI work. • We regularly get the view of students with disabilities and other protected characteristics. • New more inclusive curriculum model to be rolled out in September 2023. DEI work part of our SIDP plan academic year 2022-23. 	<p>Equalities Lead/ SENDCO</p> <p>Headteacher</p> <p>Equalities Governor</p> <p>All teaching staff</p> <p>Governing body</p>	<p>September 23</p>	<p>All pupils are entirely able to access 25 hours of great quality education – whether in the classroom or in an effective intervention.</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>All staff celebrate diversity and see the importance of making reasonable and best practice adjustments.</p>	<ul style="list-style-type: none"> • The SEND dept and student development team make reasonable adjustments to practise in school that are followed by staff. • In many cases pupils with protected characteristics play a full part in school life, are happy and have full access to the curriculum. • We have trained staff on the social model of disability. • We follow the trust diversity calendar and educate students on a range of equalities issues. • Society and Ethics is valued at our school and a popular subject with students and it covers a range of diversity issues. 	<ul style="list-style-type: none"> • Students have expressed a desire for a broader range of DEI topics to be discussed in assemblies (for example - neurodiversity) • Increased training on the legal requirements staff have to adapt practice, be flexible and make reasonable adjustments for pupils with disabilities and other protected characteristics. • Staff encouraged to “think on their feet” with confidence and courage via staff training and the use of case studies. 	<p>Equalities Lead</p> <p>Head of Society and Ethics</p> <p>Headteacher</p>	<p>September 23</p>	<p>Staff feel confident to follow code and policy around inclusion and supporting students but can also act in the moment and with courage to actively support pupils with protected characteristics.</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 Equalities Lead and the headteacher alongside key stakeholders.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Behaviour Policy
- Equality Policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Curriculum Policy