

Accessibility Policy



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Trust

DOCUMENT CONTROL

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<p>Distribution:</p> <p>All staff through 'I Am Compliant' Policy file.</p> <p>Please note that the version of this document contained within the Policy Folder on Staff General is the only version that is maintained.</p> <p>Any printed copies should therefore be viewed as “uncontrolled” and as such, may not necessarily contain the latest updates and amendments.</p>		

Version	Date	Comments	Author
19.1	April 2018		Emma Garnett, Head
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Contents

1. Aims.....	2
2. Legislation and guidance.....	Error! Bookmark not defined.
3. Action plan.....	4
4. Monitoring arrangements.....	7
5. Complaints.....	9
6 Appendix 1: UNCRC Rights of the child	10

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 ethos of Educate Together is that all its schools and educational operations must be:

Equality based: All children have equal right of access to Educate Together schools. Children of all social and cultural groups and of all religious and non-religious backgrounds and regardless of disability or medical need are equally respected.

Co-educational: All children are encouraged to fulfil their potential in a school setting that is committed to equal opportunities for all girls and boys.

Child-centred: The schools promote a child-centred approach to the curriculum in which the teacher guides and facilitates the child's learning through both formal and informal methods, while encouraging the child to be an active participant in his/her learning. Each child's individual needs are considered and he/she is encouraged to learn at an appropriate pace. There is a constant striving for excellence in all areas of school life.

Democratically run: The Trust is committed to work in such a way as to embrace the input and active participation of parents, pupils and the community in the daily life of the school, whilst positively affirming the professional role of the teachers.

The school is aware of the access needs of children, staff, visitors and parents/carers with disabilities. The site has been planned to include the needs of all and opens with these needs taken into account.

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 pupils, parents, staff and governors of the school.

2. Legislation and guidance

2.1 Legislation

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.

2.2 Rights Respecting

In line with our ethos, we are proud to be a Rights Respecting school. This policy advocates the following rights from the UN convention of the rights of the child: Articles 2, 12, 13, 23, 28, 29, 30, 31 (see appendix one).

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	<p>All children have equality of access to the curriculum.</p> <p><i>Please see Teaching and Learning and SEND and Inclusion policy.</i></p> <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. 	<p>Teaching and learning resources are inclusive and diverse.</p>	<p>Audit of curriculum resources to ensure that they are diverse and inclusive with a variety of examples.</p>	<p>Headteacher/SENCO/ class teachers</p>	<p>November 2021</p>	<p>Resources used by teaching staff have different examples.</p> <p>Widgit symbols/images that staff use on teaching slides include examples.</p>
		<p>School to have a range of resources suitable for pupils with visual impairments.</p>	<p>Large print books to be ordered for the library and classes.</p>	<p>SENCO</p>	<p>November 2021</p>	<p>Pupils with visual impairments have access to and are reading books that are appropriate to their age and level.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils, staff, parents, visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Individual access plans • Personal Emergency Evacuation Plans • Ramp and steps with handrails on both sides. • Elevator • Corridor width • Disabled toilets and changing facilities • Book shelves at wheelchair-accessible height • Fixtures and fittings are well contrasted from their surroundings • Classrooms are optimally organised for disabled pupils • Liaising with the Hub to allocate a disabled parking bay at the front of the building • An allocated space within the school car park as a disabled parking pay 	<p>Disabled parking bays to be available at the school site.</p> <p>The school building will have good acoustics and induction loop/s where necessary.</p>	<p>Allocate a disabled parking space in staff car park.</p> <p>Disabled parking signs (Blue Badge holders only) to be ordered and put up the car park.</p> <p>Liaise with the Hub to ensure that a disabled parking bay is clearly marked and allocated for parents/pupils/visitors.</p> <p>Building acoustics to be checked in collaboration with teacher of the deaf (Sensory support service).</p> <p>Induction loops to be researched, purchased and installed for communication/activity spaces (entrance lobby and hall).</p>	<p>Headteacher</p> <p>Site Manager</p> <p>Headteacher/SENCO</p> <p>SENCO/Teacher of the deaf</p> <p>Headteacher</p>		<p>Accessible parking bay for Blue Badge holders in the car park and for parents/visitors on the road.</p> <p>Easy access from street to lobby for Blue Badge holders.</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 ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Appropriate information signage is provided at lower sight levels. • Information provided in simple language. • Information is presented to groups in a way which is user friendly by reading aloud over powerpoint presentations and describing diagrams. • Producing written information in suitable formats such as dyslexia friendly font and backgrounds. 	<p>All internal, printed signage on doors to have widgeit symbols alongside printed text.</p> <p>Information around school to be accessible for individuals with a visual impairment.</p>	<p>Door/room signs to be updated to include widgeit symbols.</p> <p>Research into Braille/other tactile warnings installed to indicate key points i.e. top and bottom of stairs, lift.</p>	<p>SENCO</p> <p>Headteacher</p>	<p>October 2021</p> <p>January 2022</p>	<p>All rooms/doors will have a visual symbol alongside the printed text.</p> <p>Braille signs in places where needed.</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 approved by Education Committee.

5. Complaints

Please refer to the school's complaints policy.

Appendix one: UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity.

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.