

DRAFT

Accessibility Policy

Approved by:		Date:	October 2021
Maintained by:		Next review due:	October 2023

Rationale

We are committed to providing an inclusive curriculum which promotes high aspirations and excellent outcomes for each and every student. We believe that working in partnership with students, parents and carers, we have a responsibility to ensure all students are able to access, enjoy and achieve.

Aims

The purpose of this policy and the accessibility 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

We aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Therefore we

- endeavour to not treat disabled people less favourably; and take reasonable steps to avoid putting disabled people at a substantial disadvantage because of their disability.
- Reflect the anticipated and actual needs of the School's community in its broadest definition and the needs will be ascertained through discussion with the School's SENCO.
- Recognise that disabled individuals, parents of disabled pupils and voluntary organisations working with the disabled will have knowledge and experience that can help inform the School's actions.
- Continue to seek the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals.
- Annually prepare an Accessibility Plan
- Review the policy bi-annually. This relates to the existing strategic planning process and therefore is linked into the following plans and policies:

Legislation and guidance

Our policy is compliant with current legislation as specified in Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act and shows how we are meeting our general duty to promote disability equality across all areas of our responsibility

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a substantial and long term negative effect on his or her ability to carry out 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.

We are required to make 'reasonable adjustments' for pupils with disabilities 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. We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and we will work with any available partnerships to develop and implement the plan.

Accessibility plan

Schools are required under the Equality Act 2010 to have an accessibility plan. This action plan sets out our aims in accordance with the Equality Act 2010. The plan will be made available online on the school website, and paper copies are available upon request. 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.

The action plan

Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the board of trustees.

Links with other policies

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

- Curriculum Policies
- SEND Policy
- Special educational needs (SEN) information report
- Staff Development Policy
- Disability Equality Scheme
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy

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