

Accessibility Plan

Adoption Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Approval Body:	Headteacher
Adopted:	xxx
Leadership Grp Responsibility:	School Business Manager
Review period:	3 years
Date of next review:	xx

This is a Level 3 Policy against the Trust Governance Plan.

This procedure was adopted by the School Leadership Team, for implementation in [school name] on the date above and supercedes any previous policy or policies on the management of accessibility.

At X School our values reflect our commitment to love and accept all; that we believe there is no ceiling on the hope that God gives us to live fulfilled lives; and that all may flourish. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and doing what is right, where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a happy, tolerant and inclusive school; steadfast to what is just, wise and right.

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010). Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled students;
- b) improve the physical environment of the school to increase access for disabled students; and
- c) make written information more accessible to disabled students by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**

The Accessibility Plan will be published on the school website.

Objectives

SCHOOL is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. The school's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and its events; the information should be made available in various preferred formats within a reasonable timeframe.
- The school's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

An accessibility audit should be completed regularly in order to inform the ongoing development of the Accessibility Plan. The school's accessibility plan should be resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities and actions for the Accessibility Plan for our school were identified by:

- Senior Leadership Team
- SENCO
- Site Manager
- The Local Governing Body
- Access Audit completed by xx (date)

Action Plan

Standard	Action	Outcome	Responsibility	By When	Measure
Development of Accessibility Plan and Implementation of Plan					
Promoting policies and practices					
Increase access to the curriculum for disabled students					

Improve the physical environment of the school to increase access for disabled students					
Make written information more accessible to disabled students by providing information in a range of different ways					