



Accessibility Plan

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Author:	E Matthews
Ratified by:	Board
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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/05/2020		New trust template for accessibility plan with amendments

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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.

We inspire our learners to be the best version of themselves so they can achieve, become well rounded and confident members of society.

We will support all learners to achieve their best, irrespective of ability or background.

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, this 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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	
Increase access to the curriculum for pupils with a disability	<p>Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision.</p> <p>Teachers and teaching assistants have the necessary training to teach and support disabled pupils.</p> <p>Classrooms are organised for disabled pupils.</p> <p>Lessons provide opportunities for all pupils to achieve.</p> <p>All lessons are responsive to pupil diversity/disability.</p> <p>Lessons involve work done by individuals, pairs, groups and the whole class.</p> <p>All pupils are encouraged to take part in music, drama and physical activities and adaptations are made where required to support this.</p> <p>Employees recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupil.</p> <p>Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.</p> <p>Employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in some particular activities are given alternative</p>	Short term: Ensure the curriculum can be accessed by all children	Actions for short term: Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	<p>All class Teachers</p> <p>SENDCo</p> <p>Senior leadership team</p>	C a

	<p>experiences e.g. pupils who cannot participate in all forms of physical education.</p> <p>Provide access to computer technology is appropriate for students with disabilities.</p> <p>School visits are made accessible to all pupils irrespective of attainment or impairment.</p> <p>Additional experiences are sourced to promote equity and participation of all. There is a high expectation of all pupils.</p> <p>Employees seek to remove all barriers to learning and participation. Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum; this is directed by our SENDCO.</p> <p>Curriculum progress is tracked for all pupils; including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>				
Improve and maintain access to the physical environment	<p>Pathways of travel around the school site and parking arrangements are safe.</p> <p>Individuals have personalised evacuation plans where appropriate.</p>	<p>Short term: To identify areas which pose greater risk of incident for pupils with physical disabilities.</p>	<p>Learning walks - Use information gathered to plan year groups placement for our classes/ pupils and those with a physical disability</p>	Principal Premises Officer	<p>Su</p> <p>te</p> <p>an</p>

	<p>Staff are aware of keeping doors clear of signs for pupils.</p> <p>Short term: To identify areas which pose greater risk of incident for pupils with physical disabilities.</p> <p>Learning walks - Use information gathered to plan year groups placement for our classes/ pupils and those with a physical disability.</p> <p>All areas are well lit. Emergency lighting in case of power failure- battery backups which get tested once a year (1- hour test and the other is a 3-hour test).</p> <p>All furniture is suitable and if any specialist items are required these are obtained as soon as possible.</p> <p>The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair</p>				
<p>Improve the delivery of information to pupils with a disability.</p>	<p>The school works with the Vision support team for large print books and learning materials which includes teaching Braille for identified individuals as appropriate.</p> <p>Staff ensure that information is presented to groups in a way, which is 'user friendly' for people with disabilities e.g. by reading aloud, overhead projections/smart boards and describing diagrams.</p> <p>There are facilities such as ICT to produce written information in different formats.</p>	<p>Short term: To identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.</p>	<p>Provision map written indicating:</p> <p>a) Formats which need changing.</p> <p>b) Strategies needed to do this.</p> <p>c) Support Services consulted for advice.</p> <p>Students opinions are taken into account</p>	<p>All staff SENDCo</p>	C

	<p>Employees are familiar with technology and practices developed to assist people with disabilities. Individual training is provided where necessary.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • ICT e.g. through the laptop/iPad 				
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3. Action plan

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

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 the Board on behalf of the Trust, and the Principal on behalf of the academy.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

6. Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	General maintenance- daily basis	Mark Brookes Owen Brookes (Premises Team)	Daily
Corridor access	Daily	Keeping corridors clear so that all children of all needs can access the building	Mark Brookes Owen Brookes (Premises Team)	Daily
Lifts	N/A			
Parking bays	Standard parking spaces	Ensure people are parked in correct bays to enable safe movement	Mark Brookes Owen Brookes (Premises Team)	Daily
Entrances	1 main entrance to the building	Ensure they are accessible to all	Mark Brookes Owen Brookes (Premises Team)	Daily
Ramps	RAMPS			
Toilets	2 disabled toilet	General maintenance- daily basis	Mark Brookes Owen Brookes (Premises Team)	Daily
Reception area	1 reception area on ground level so accessible with a supporting adult	General maintenance- daily basis	Mark Brookes Owen Brookes (Premises Team)	Daily
Internal signage	Clear signage	Ensure signs are clear	Mark Brookes Owen Brookes (Premises Team)	Daily

Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire monthly.	Daily Invacuation- every term Evacuation – every term	Darren Henson Umesh Chauhan (Premises officers)	Daily to check fire escape routes Test fire alarm monthly
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