

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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Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan

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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 are committed to providing an environment that enables full curriculum access and 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 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 students, parents, staff, visitors 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.

3. Action plan

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

Improving Access to the Curriculum

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for staff in the identification of and teaching students with specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these students in the classroom.	Ongoing	Students are successfully included in all aspects of school life. Progress and attainment is good.
All extra-curricular activities are planned to ensure they are accessible to all students.	Review all out of school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all students.
Classrooms are optimally organised to promote the participation and independence of all students.	Review and implement a preferred layout of furniture and equipment to support the learning process in form groups and lessons. Use of visual timetables where applicable.	Lessons start on time without the need to make adjustments to accommodate the needs of individual students. Students have ready access to a range of resources to support their learning	Ongoing	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, students and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing	Community will benefit by a more inclusive school and social environment

Improving the Physical Access

The school buildings, with the exception of the new Science/Maths block, are dated and although most buildings are single storey, access to some areas is limited by steps as a result. We are constantly seeking to improve access as a priority as part of ongoing school development, and will ensure that all new developments are fully accessible.

Location	Item to Improve Physical Access	Activity	Timeframe	Cost
New Science/Maths block	Ground level entry, disabled toilet facilities, lift	New build	February 2017	Done
Temporary ramps for external short stairs	Temporary ramps	Purchase removable ramps	2018/19	
Disabled parking	One space located closest to main entrance. Consider an additional space next to this one.	Add disabled space in main car park	2018/19	

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to students and parents/carers improved
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	Ongoing	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this. All parents feel well informed.	June/July 2018	Parental opinion is surveyed and action taken appropriately.

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	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>See above table</i>					
Improve and maintain access to the physical environment	<i>See above table</i>					

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>See above table</i></p>					
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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
- Curriculum Policy
- Staff Development Policy
- Behaviour Management Policy

6. Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Level access – old block 1 storey – new block			
Corridor access				
Lifts	1 in new block building			
Parking bays	2 disabled bays			
Entrances	The call button is too high for those in a wheelchair	The office is located conveniently to hear a knock at the door, staff would be able to activate the door release if required		
Ramps	Level Access			
Toilets	Old block and new block			
Reception area				
Internal signage	Visual signage only			
Emergency escape routes				