

Accessibility Plan

Policy Monitoring, Evaluation and Review

This policy is effective for all schools 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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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan.....	4
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit-.....	8
Appendix 2: Specialist equipment checklist for schools with DSPs	Error! Bookmark not defined.

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 pupils, staff families and where required external support through the local authority specialist teaching service.

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.

This policy complies with our funding agreement and Articles of Association.

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 <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	Our school offers a differentiated curriculum for all pupils.	Ensure curriculum materials are accessible including the library	Ensure font size, layout and coloured paper allows curriculum materials to be easily read. Provide printed or electronic materials when agreed.	SENDCO, implemented on a daily basis by subject teachers.	Ongoing	Equality of access to the curriculum
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Work with outside professionals to support students accessing the curriculum.	Update staff regarding recommendations for students. Implement training if required.	SENDCO	Ongoing	Equality of access to the curriculum
	Curriculum resources include examples of people with disabilities.	Make all stakeholders aware of different needs.	Create displays across the site that support and promote all students accessing learning.	SENDCO and subject leaders	Ongoing	Promoting equality to accessing the curriculum.

	<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>	<p>Regular data reviews across classes, subjects and whole school.</p> <p>Review provisions and outcomes for students</p> <p>Ensure all trips are accessible to students</p>	<p>Data reviews and action plans created.</p> <p>Review trip offer</p>	<p>PTH, LTH, Subject Leaders and Class teachers</p> <p>EVC</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Equality of access to the curriculum.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • School well signposted • Easy access to the school • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • The school site is accessible and easily navigated • Inclusive afterschool clubs 	<p>To continue to review accessibility of the site to accommodate different needs</p>	<p>Regularly review the site or as required e.g. reviewing transition information</p> <p>Work with the LA (e.g. VI team) to carry out an environmental survey and make necessary developments.</p>	<p>Site Manager and SENDCO</p>	<p>Ongoing</p>	<p>Fully compliant buildings and grounds</p>

	<ul style="list-style-type: none"> • Flexible dining room to allow for wheelchairs if needed • Inclusive unstructured times 					
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	To enable improved access to written information	<p>Share student needs with staff and update regularly.</p> <p>Work with the LA VI team</p>	SENDCO	Ongoing	Parents and families with disabilities have equal access to information

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 school.

5. Links with other policies

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

- Risk assessment policy <https://www.kibworth-tmet.uk/our-academy/policies/>
- Health and safety policy <https://www.kibworth-tmet.uk/our-academy/policies/>
- Equality information and objectives (public sector equality duty) statement for publication <https://www.kibworth-tmet.uk/our-academy/policies/>
- Special educational needs (SEN) information report and SEND policy <https://www.kibworth-tmet.uk/our-academy/policies/>
- Supporting pupils with medical conditions policy <https://www.kibworth-tmet.uk/our-academy/policies/>

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	General maintenance	Site Manager	Ongoing
Corridor access	Walk on the left Wide enough for wheelchair access	Keep corridors clear and flowing at congested times Review when environmental audit carried out with VI team ready for year 7 transition	Site Manager Duty Organiser SENDCO	Ongoing June 2025
Lifts	1 in new block	Regular servicing	Site Manager	Ongoing
Parking bays	2 disabled parking bays	Ensure correct use	All staff	Ongoing
Entrances	The call button is too high for those in a wheelchair Doors not electronic/sensors	Door is glass and can be seen by reception staff to grant access. Staff to open the doors if required	Office Manager	Ongoing
Ramps	Ramps well-kept and alternative access if ramp isn't suitable.	Inspect ramps regularly	Site Manager	Ongoing
Toilets	Toilets old block and new block	General maintenance	Site Team	Ongoing

	Disabled toilet			
Reception area	Accessible but high for wheelchair users, sign in tablet too high for wheelchair access	Reception staff can sign visitors in.	Reception staff	Ongoing
Internal signage	Visual signage only	Ensure all signs are clear and well maintained	Site Team	Ongoing
Emergency escape routes	Escape routes with clear signage Fire bell tested Fire bell practice Invacuation practice	Termly fire bell practice Annual invacuation practice	Site Manager and Principal	Ongoing

