

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. Equality is engrained within our school, and permeates every facet. We aim to not compromise our offer in any way, for any pupils.

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 and parents.

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	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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>	Curriculum offer is inclusive for all pupils.	Audit curriculum and offer, to evaluate effectiveness of differentiation of curriculum.	MRU	August 2021	Curriculum to be inclusive, differentiated and not comprised for all pupils, including SEN and pupils with a disability

	<p>Our Inclusion Team is effective in meeting the needs of pupils with a disability.</p> <p>Pupils with a disability are given preference in Castle Character Time electives.</p> <p>There are Inclusive play opportunities provided for all pupils.</p> <p>The use of multimedia activities and interactive ICT equipment to support specific curriculum areas.</p> <p>Professional Learning to ensure all staff are knowledgeable of the impact of ASD/epilepsy/attachment disorder, on learning.</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"> • Ramps • Corridor width • Disabled parking bays • Accessible toilets and changing facilities 	<p>Physical environment is enhanced for all stakeholders.</p> <p>New building developments for the new academic year, ensure that the site remains accessible to all.</p>	<p>Audit of site taken, to consider accessibility for all stakeholders.</p>	<p>MNO</p>	<p>September 2021</p>	<p>Access to site continues to be inclusive for all.</p>

	<ul style="list-style-type: none">• Library shelves at wheelchair-accessible height• School is well sign-posted• Secure gates - only authorised cars can drive into the school car park.• Easy access to the main school building directly from the car park, with clear signs leading to the main reception area of the school.• The reception desk is low enough for wheelchair users to speak with the receptionist.• Disabled toilets located in all blocks and, in general, well signed and include toilet safety handle bars, sink, hand dryer and an emergency pull cord.• Classrooms - very spacious. Furniture could be moved if necessary to allow easy access for wheelchair users to manoeuvre independently.					
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	<ul style="list-style-type: none"> • Good standard of daylight throughout the school. • All floor spaces left uncluttered. 					
Improve the delivery of information to pupils with a disability	<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 • Induction loops • Pictorial or symbolic representations 	Pupils with a SEN or a disability are able to access all information necessary.	<p>Sourcing of necessary signage for current and new sites.</p> <p>Staff to be trained in ways to improve delivery of information.</p>	MNO and MRU	August 2020	CMA is inclusive so as all pupils with a SEN or a disability are able to access all necessary 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 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
- School Improvement Plan (SIP)

