

Contents

1. Aims

2. Legislation and guidance

3. Action plan

4. Monitoring arrangements

5. Links with other policies

Appendix 1: Accessibility audit

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, equally and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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, including but not limited to those provided by Coventry Local Authority. 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.

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 | Targets | Actions to be taken/Ongoing actions | Person responsible | Completed by | Success criteria |
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| Increase the extent to which disabled pupils can participate in schools’ curriculum | <p>Offer an adapted curriculum where appropriate to enable all pupils to receive a broad, balanced curriculum.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> | <p>To ensure that all staff have understanding of the SEND Code of Practice</p> <p>To ensure all staff are trained to support pupils with additional needs including those with specific medical needs, physical needs, ASC, ADHD,</p> | <p>Provide all staff with training/briefings on the conditions found in our school (autism, dyslexia, sensory impairments, ADHD, dyspraxia, haemophilia, diabetes) and others as they arrive, and how children can best be supported in accessing all areas of school life. Provide both generic and bespoke training for support staff in delivering effective interventions</p> | SENCO | Termly | Whole school community aware of issues. |

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| | <p>Curriculum resources promote and celebrate the diversity which exists within our classrooms and our schools' community.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set 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>All children have equal access to our curriculum enhancements including visits out of school and extra curricular activities.</p> | <p>Dyslexia and Dyspraxia.</p> <p>Support children at school with medical conditions, ensuring a good education for those with health needs who are unable to attend school (2015 DfE Guidance);</p> <p>Ensure all policies consider the implications of disability access.</p> | <p>SENCO to attend appropriate training network meeting to ensure all updates are disseminated to staff.</p> <p>Induction Training for all new members of staff includes how to adapt teaching and provision to meet the needs of all pupils.</p> <p>Use of interactive technology (1:1 deployment of ipads) and other equipment to support specific difficulties including children who can not attend school due to medical needs.</p> <p>Use of specific equipment sourced from occupational therapy.</p> <p>Observe lessons across the school with a focus on inclusion – provide advice / training to staff as identified by outcomes of observations and discussion.</p> <p>Audit resources (textbooks, reading material, posters etc.) available in the school to</p> | <p>SENCO</p> <p>SLT</p> <p>SENCO/SLT</p> <p>SENCO</p> <p>SLT</p> <p>SLT, English and curriculum leads.</p> | <p>Termly</p> <p>As needed</p> <p>As children are identified</p> <p>As children are identified</p> <p>Termly</p> <p>Spring term 25</p> | <p>Children will have access to required equipment and make progress.</p> <p>Support needed identified for staff and children identified.</p> |
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| | | | <p>ensure that they reflect children represented in the school and in society as a whole</p> <p>Continue to develop the 'Provision Map' to ensure that resources are updated and best matched to children with the greatest need, fairly across the school</p> <p>All curriculum school policies are to include statements on disability and inclusion</p> | <p>SLT</p> <p>SLT/SENCO</p> <p>SLT, curriculum leads</p> | <p>Ongoing</p> <p>Termly</p> <p>As policies are reviewed</p> | <p>Pupils accessing curriculum and making good progress from their starting points.</p> <p>Pupils accessing curriculum and attaining well against national outcomes.</p> <p>All policies will have a statements on disability and inclusion</p> |
| Improve the physical environment of schools for the purpose of | The environment is adapted to the needs of pupils as required. This includes: | All staff to be confident in supporting children and making | <p>Ensure all relevant staff are trained in the use of EVAC chair</p> <p>Termly fire drills</p> | SENCO | Aut 24 | All pupils and staff can be evacuated in an emergency |

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| <p>increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by schools</p> | <ul style="list-style-type: none"> • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Hygiene suite • Library shelves at wheelchair-accessible height • ASC friendly signage and displays in classrooms • Use of Communicating Print to support access to learning and way around school • Wide doorways and entrance waiting area <ul style="list-style-type: none"> • Half termly inspections of site • EVAC chair • PEEPs for children vulnerable during | <p>reasonable adjustments to classroom.</p> | <p>Develop reasonable classroom adjustments guidance for each area of the curriculum for each area of SEND.</p> <p>Termly site walks</p> | <p>SLT, curriculum leads, SENCO</p> <p>Health and Safety team</p> | <p>End of academic year 24-25</p> <p>Termly</p> | <p>All staff are clear on reasonable adjustments by need.</p> <p>Areas for development identified by staff.</p> |
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| | evacuation procedures. | | | | | |
| Improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled. | <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 • Google translate/say hi app • Large print resources Pictorial or symbolic representations • EAL resources | <p>To enable improved access to written information for pupils, parents and visitors.</p> <p>Ensuring that all signage in and around schools is accessible to all</p> <p>Improve communications with parents/carers</p> | <p>Identify families who would benefit from enlarged text, translation or send electronically etc.</p> <p>Make the school newsletters/prospectus/profile available in large print format or send electronically.</p> <p>Ensure that signs displayed around the school are clear to read and where possible supported by pictures to support understanding for children & adults who struggle to read.</p> <p>Raising awareness of font size and page layouts will support pupils with visual impairments Auditing the school library to ensure the availability of large font and easy read texts will improve access</p> | <p>Admin staff</p> <p>Admin Staff</p> <p>All staff involved in making the signs</p> <p>SENCO</p> | <p>Aut 24</p> <p>Aut 24</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Parents will have greater access to school communications</p> <p>Accessibility for all children</p> |