



# ACCESSIBILITY PLAN



<b>Reviewed by:</b>	School Improvement Director – Safeguarding & Attendance
<b>Reviewed:</b>	May 2023
<b>Review Frequency:</b>	Every 3 Years
<b>Next Review Date:</b>	May 2026
<b>Approved and Adopted by:</b>	Board of Trustees
<b>Approval Date:</b>	24 May 2023

## 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

## 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.

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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

#### Bourton Meadow Academy – School Accessibility Plan

##### Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents /carers</p> <p>Ensure the school staff &amp; governors are aware of access issues</p>	to create access plans for individual disabled children as part of the EHC process, as necessary	As required	SENCO / class teacher	EHC's are in place for disabled pupils, and all staff are aware of pupils' needs.
	to ensure staff and governors can access areas of school used for meetings	Ongoing	Headteacher	All staff & governors are confident that their needs are met.
	Annual reminder to parents / carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.
	circulate information to relevant staff on Access to Work scheme	Induction	Headteacher / H&S committee	Access to Work Information in Staff Handbook/Code of Conduct and on staffroom notice board.
	Staff to share Key SEN passport information with volunteers and support staff to ensure continuity of care for the children as appropriate	Key information for children with specific access issues to be in place by Autumn.	SENCO	Volunteers are aware of needs of SEN children at all times

Ensure everyone has access to main entrance	ensure that nothing is preventing wheelchair access ensure the outer door is wide enough for a wheelchair provision of appropriate seating	Daily check to ensure the area is clear of obstructions  Seating in place	Caretaker / Health & Safety Committee/ HT  H&S Committee  Headteacher	Disabled parents / carers / visitors feel welcome. Visitors can sit down if waiting  Wheelchair users aren't waiting because staff sitting in the office can't see them
Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis	Ongoing checks	Caretaker / Health & Safety Committee	Visually impaired people feel safe in school grounds.
Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.  Ensure all staff are aware of their responsibilities in evacuation by being aware of the key information for SEN pupils	As required	SENCO Headteacher to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

## **Access to the curriculum**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child	Ongoing	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability.	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
PE curriculum to ensure PE is accessible to all pupils	PE curriculum to include disability sports	As required	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there where appropriate
Curriculum areas and planning to include disability issues	Include specific reference to disability equality in the curriculum	Ongoing	SENCO & Headteacher	Disability issues included in the curriculum
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
Develop links with a special school	Work towards Identifying a local school and consider sharing INSET opportunities.	Ongoing	SENCO / Headteacher	Increased understanding of the opportunities available to the children

Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.
---	---	----------	---------------------	--

#### 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 local governing board.

#### 5. Links with other policies

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

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

**Appendix 1: Accessibility audit**

*The table below contains some examples of features you might assess as part of an audit of the school’s physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				