



Plan for:

Accessibility

		Date
Reviewed by:	SBM	Sept 2024
Authorised by:	H&S	Autumn 2024
Date for next review: (or earlier should legislation require it)	Autumn 2028	

Change Log	
Reviewed	



Our Christian Vision & Values

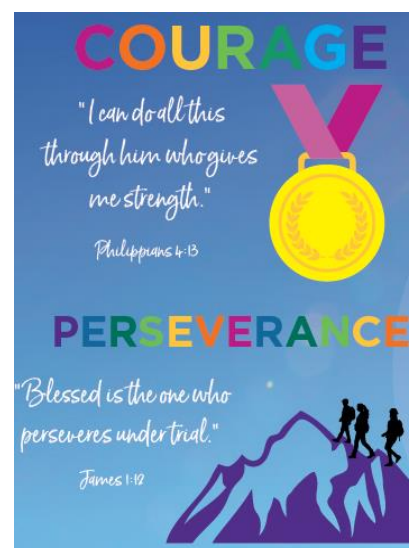
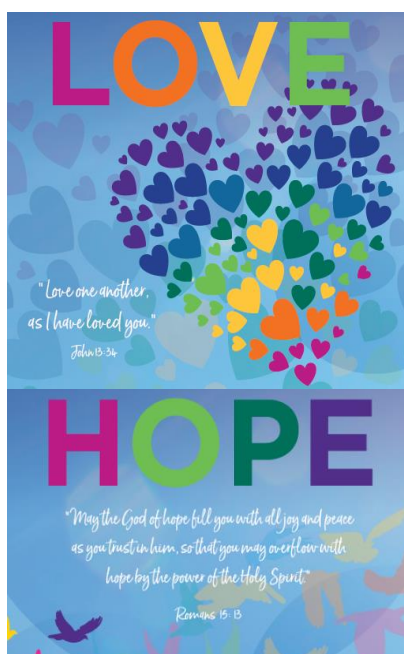
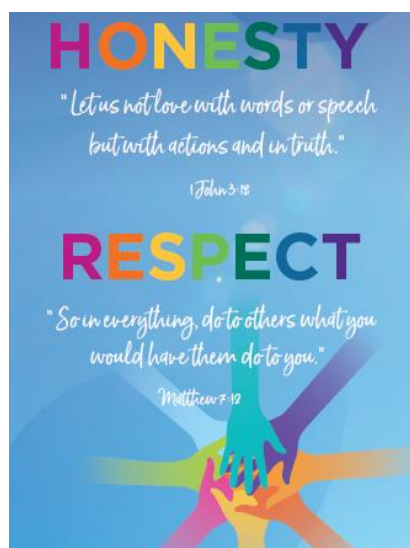


Our Christian vision states that we:

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' 'Let your light shine' Matthew 5:16

Our core Christian values allow us to deliver the Christian vision:





Accessibility Plan

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

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

ACTION ONE: Increasing the extent to which disabled pupils can participate fully in the curriculum

Target	Action Needed	Outcomes	Time Frame
Ensure the school curriculum is fully accessible to all pupils including those with a disability	Audit school population (pupils/parents/staff) to identify those with disability and specific medical needs.	Disability and Medical Registers are up-to-date	Start of each academic year
	Annual questionnaire to parents to gain their views.	Data gained for the updating of the Scheme and Action Plan.	Ongoing
	Promote awareness of disability issues through assemblies and PSHE	Assembly Record and lesson plans	Ongoing
	Identify and address training needs of staff to understand and meet the needs of disabled pupils	Support staff and teachers receive appropriate training, including annual epi-pen training.	Ongoing
	Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum	Disabled pupils have access to equipment appropriate to their needs.	Ongoing to meet identified need
	Use of visual timetables	Visual timetables designed for use with identified pupils.	Ongoing
Disabled pupils and those with specific medical needs supported at play times if appropriate	Assign a designated TA to any pupil needing 1:1 support at play times.	Disabled pupils feel safe and are supported with social interaction.	Ongoing

Risk Assessments enable children with disabilities to have full access as far as possible	External advice sought as necessary including from OT Service to audit classrooms	Children with disabilities access school trips, special events, after-school clubs etc	Ongoing
Staff to be aware of Statutory Inclusion Statement and show that they are using it within their teaching and learning	Revisit Statement annually. Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.	Inclusion Statement permeates all aspects of the life and work of the school. Inclusion Statement is reflected in all policy documentation.	Ongoing Ongoing as documentation is reviewed

ACTION TWO: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Action Needed	Outcomes	Time Frame
Access for disabled members of the school community is considered at the planning stage of any future building works.	Advice of specialists sought if needed.	Clear and safe access around the school	As appropriate

ACTION THREE: Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Target	Action Needed	Outcomes	Time Frame
<p>School to be aware of services available for visually and hearing impaired children, and children with Downs' Syndrome and other disabilities.</p>	<p>Access training to meet the needs of individual pupils when and where appropriate.</p>	<p>School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.</p>	<p>Ongoing</p>
<p>If appropriate explore Braille, audio CD & Loop system for VI and HI members of the school community.</p>	<p>Specific needs of new pupils with a disability are identified and planned for.</p>	<p>Needs of individual children are met and enable increased access to education</p>	<p>Ongoing</p>

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team.

It will be approved by the Health and Safety Committee

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
- SEND policy
- Supporting pupils with medical conditions policy