



Accessibility Policy

Adopted by Governors on 29.11.2023

Next Review: November 2026

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Purpose of plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key aims

To increase and eventually ensure, for students with a disability, that they have:

- full access to our setting's environment, curriculum and information
- full participation in the college community

Principles

Compliance with the Equality Act is consistent with our setting's aims and Equal Opportunities Policy and SEND Information Report.

Our staff recognise their duty under the Equality Act:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a disadvantage and to ensure SEND students retain their privacy and dignity
- to publish an Accessibility Plan

In performing their duties governors have regard to the Equality Act 2010

Our setting:

- recognises and values the students' knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities
- respects the child and the parents' right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate:

- we produce teaching support materials that raise awareness of the students' disabilities, as well as their abilities
- we ensure teachers understand effective strategies that have been used for students historically and we regularly review these strategies to ensure they are impactful
- SEND students are included in recruitment process of Teaching Assistants, including leadership opportunities such as Sports Programmes and Charity Committees.
- after school activities and trips are fully inclusive where financial difficulties may arise
- we have enhanced transition processes to support students moving across key stages, deciding options and in preparation for Enrichment Days that might prove challenging for SEND students
- THRIVE style activities (BOXALL profiling) are used for individuals to improve self-esteem and social skills
- we work with families and the EWO to support excellent attendance and offer some alternative curriculum opportunities for those who may become disengaged
- we set aspirational targets for all students, including SEND students, however we are flexible enough to personalise targets so that students remain highly motivated
- home learning can be differentiated for identified students using Classcharts, Arbor and Sparx
- students with disabilities take part in full curriculum activities

Increasing access to the school curriculum for disabled students

All disabled students have access to a broad and wide curriculum, including:

- students have access to after school clubs
- leisure and cultural activities
- support to attend extra-curricular trips, through additional and specialist support
- advice is taken from external agencies, including GPs, Occupational Therapists, Educational Psychologists, advisory teams and Paediatricians

Improving access to the physical environment of the school

Improvements to the school are made, where necessary, to ensure students retain access to education:

- there is level access to most classrooms and facilities throughout the school, where this is not possible alternative arrangements can be made
- physical access equipment is provided, including planning for audio and visual challenges
- specialist chairs are provided, where necessary, for students to use
- IT equipment and software is provided for students who need specialist help
- reasonable adjustments are made and, where appropriate, beyond reasonable adjustment to ensure students are fully able to access a broad curriculum Improving the delivery of written information to disabled students

All students have access to additional written materials, where appropriate, including:

- handouts
- dyslexia friendly materials
- timetables
- texts

- textbooks
- school information
- home learning
- where additional materials are required, including through electronic provision, the school will make at least reasonable adjustments to ensure students receive a high-quality education

Financial Planning takes place with the SENDCo, Headteacher, Finance Director (for the Trust) and Senior Leadership Team where we review the financial implications of the Accessibility Plan as part of the normal budget review process.

Action Plan

Objectives	Action	Timescale	Success Criteria
Early identification of need.	SENDCo to ensure the graduated response is embedded across the school.	By August 2024	Students are supported and monitored by staff and parental reporting tools.
Improve and increase the range of ICT equipment to support the needs of disabled learners.	SENDCo to review ICT equipment and software in line with pupils' needs and increase where necessary.	By August 2024	A full range of ICT equipment to support all needs of our disabled learners.
Introduce a sensory space including activities / circuit for physical needs.	SENDCo to design and implement new space and new equipment. Embed this into pupils' routines.	By August 2024	Pupils are able to regulate and we can provide a space that alerts, organises and calms the pupils.