

Accessibility plan

DRAFT

Date: [Date]

Approved by:

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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.

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.

The Acorn Free School recognizes and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

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 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>	<p>To review curriculum resources to ensure they include examples of people with disabilities</p> <p>To review and provide staff training to support pupils with SEND focusing on key areas of need within the school at any given time (e.g dyspraxia, ASD) etc.</p>	<p>Resources to be reviewed/new resources purchased to ensure that they offer examples of people with disabilities</p> <p>Training and support to be delivered to staff as required and a record maintained</p>	<p>S Allen (SENDCo)</p> <p>S Allen (SENDCo)</p>	<p>Summer 2017</p> <p>Reviewed each term</p>	<p>Resources to show a positive range of people with disabilities</p> <p>Staff have the appropriate training to increase curriculum access for all pupils</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Appropriate corridor width 	<p>To ensure that the environment is accessible and maintained to a high standard</p>	<p>Health & Safety annual check to include accessibility review and recommendations</p>	<p>R Rowe (Business Manager)</p>	<p>Annually each Sept</p>	<p>Environment is suitably adapted and is monitored regularly</p>

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Pupils shelves at wheelchair-accessible height 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes</p> <ul style="list-style-type: none"> • Providing additional staff and interventions to support • Use of pictorial representations and visual timetables • Providing coloured overlays and testing for Irlens syndrome 	<p>Improve the delivery of information to pupils and parents by reviewing the need for/purchasing</p> <ul style="list-style-type: none"> • Large print resources • Information accessible via Braille • Induction/hearing loops 	<p>Review and purchase items as necessary. Implement staff training</p>	<p>S Allen SENDCo)</p>	<p>Review annually</p>	<p>Improved delivery of information available for pupils with a disability</p>

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 governing body**

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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				