

Abbot Beyne School



Abbot Beyne

Policy:	Accessibility Policy
Person Responsible:	Mrs A L Stoddart
Governors' Committee:	Student and Personnel
Date Adopted:	March 2015
Reviewed Date:	January 2020
Next Review Date:	January 2021
Signature:	
Staff Agreed:	

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

- Our school values are: Integrity, responsibility, high aspirations, high expectations, excellent, creativity

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 students, parents, 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	SEN profiles updated and applied in classroom	<p>Profiles updated</p> <p>Plans used by staff</p> <p>Monitoring demonstrates impact</p>	<p>TJJ</p> <p>ALL</p> <p>FA</p>	<p>Termly</p> <p>Ongoing]</p> <p>Termly</p>	<ol style="list-style-type: none"> 1. Profiles in place 2. Staff make reference to profiles in planning
Improve and maintain access to the physical	<p>Explain your school's approach here.</p> <p>The environment is adapted to the</p>					

environment	<p>needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps (temp) • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	Staff are aware of actions to maintain access to site	Site plan ensures actions in place	JAC	2019-2020	Physical environment is adapted and ramp used for kitchen access when needed
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops 	Staff implement the range of methods to ensure accessibility	Ongoing actions related to student profiles	FA		

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 Student and Personnel Governor Committee.

5. 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
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit - Evershed

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	Three	RA for students on crutches	JAC	
Corridor access	Six steps	Temp ramp used if needed		
Parking bays	1 disabled bay	Ensure this is used only by blue badge holders		
Entrances		Disabled access via kitchen	TP	
Ramps	Temporary	Used for corridor access		
Toilets	2 disabled	One needed repair	TP	
Reception area				
Internal signage		Clear		
Emergency escape routes		Labeled in line with Fire Rise Assessment		

Accessibility audit - Linnell

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	Two	Access is limited for students on crutches	LL	
Corridor access	Issues with ground floor	Access via outside door	LL	
Parking bays	1 disabled bay	Ensure this is used only by Blue Badge holders		
Entrances	stairs			
Ramps	Temporary	Not needed in Linnell		
Toilets	2 disabled			
Reception area				
Internal signage		Clear		
Emergency escape routes		Labeled in line with Fire Risk Assessment		