



# Academy for Character and Excellence

## Accessibility Plan

Reference: TP/WP/RH/01

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Local Committee Approval	<b>July 2018</b>	
Reviewed and Updated	<b>June 2021</b>	
Next Review Date	<b>June 2024</b>	<b>Review cycle every 3 years</b>
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MAT Schools	<b>Redhills Primary Shaldon Primary Collaton St Mary Primary Galmpton Primary</b>	<b>Totnes St John's Brixham Primary</b>

## Who should use this policy?

This policy will apply to all staff employed by the Academy for Character and Excellence at Totnes St Johns C of E Primary School and parents of children attending Totnes St Johns C of E Primary school in relation to the accessibility of the environment and curriculum for children with disabilities.

This policy will be reviewed every three years unless significant legislative changes occur before the review date.

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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.

Our school is guided by our school values and virtues. Our school adheres to [schedule 10 of the Equality Act 2010](#). Our school is an inclusive school.

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, following guidance procedure from the local authority, and the Multi Academy Trust.

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, governors, board of directors and CEO.

## 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 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 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><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To ensure the safety of all children with disabilities</p> <p>To promote independence for children with disabilities</p> <p>To identify a need and be able to make reasonable adjustments allowing the child to access the curriculum</p>	<p>Regular multi-agency meeting to identify any adjustments needed to ensure the safe access for disabled children</p> <p>Ensuring the appropriate resources are available to support all children with additional needs.</p> <p>Specific training to be provided for all staff working directly with pupils identified with a disability</p>	<p>SENDCO and Inclusion Lead</p> <p>SENDCO and Inclusion Lead</p> <p>SENDCO and Inclusion Lead</p>	<p>Ongoing for individual pupils</p> <p>Ongoing for individual pupils</p> <p>Ongoing for individual pupils</p>	<p>Pupils with a disability have an increased access to the curriculum</p> <p>Resources readily available for pupils with a disability</p> <p>Staff trained and able to effectively support pupils with a disability</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> </ul>	<p>Regular maintenance checks of completed by staff.</p> <p>Multiagency meetings to ensure all equipment and grounds are discussed with</p>	<p>Training provided to ensure the safe use of all equipment by staff</p>	<p>SENDCO and Inclusion Lead</p>	<p>Ongoing</p>	<p>The environment is accessible and well maintained to ensure the safety of all pupils identified with a disability</p>

	<ul style="list-style-type: none"> <li>• <i>Corridor width</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>	improvements made as required				
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>To ensure children are provided with a range of communication methods tailored to meet their individual needs</p> <p>Children identified with a disability to continue to make the expected progress</p>	<p>Whole staff training and individual bespoke training available to support pupils with an identified disability</p> <p>Regular review and monitoring cycle to ensure effect working practice</p>	SENDCO and Inclusion Lead	Ongoing	Monitoring to show a range of resources used effectively. Children continue to make the expected progress

#### **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 committee.

#### **5. Links with other policies**

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

- Health and Safety policy
  - Equality information and objectives (public sector equality duty) statement for publication
  - Equality Policy
  - Special educational needs (SEN) information report
  - Supporting pupils with medical conditions policy
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