



# **Accessibility Plan**

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**Date of next Review: December 2023**

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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.

### **Principles and Ethos:**

*Every child has the right to learn but no child has the right to disrupt the learning of others. For all pupils we want to widen horizons and raise aspirations.*

*The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the Trust, The Coastal Alliance, governors, parents and carers and others in the community.*

*See also the Aims of Briary School in the School Development Plan.*

### **Responsibilities:**

*All members of the school community – teaching and non-teaching staff, parents, children and governors – work towards the school aims by:*

- *Providing a well ordered environment in which all are fully aware of behavioural expectations*
- *Treating all children and adults as individuals and respecting their rights, values and beliefs (ie British Values)*
- *Challenging and preventing radical ideology that promotes radical, sexist or racist views*
- *Fostering and promoting good relationships and a sense of belonging to the school community*
- *Promoting inclusion (consistent with the school ethos and vision statements)*
- *Offering equal opportunities in all aspects of school life and recognizing the importance of different cultures*
- *Encouraging, praising and positively reinforcing good relationships, behaviours and work,*
- *Rejecting all bullying or harassment in any form*
- *Helping to develop strategies to reduce undesirable behaviour both within and outside the classroom, and applying these consistently*
- *Caring for, and taking pride in, the physical environment of the school*
- *Working as a team, supporting and encouraging each other.*
- *Being a role model for others, acting in accordance with the principles of this Policy.*

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 members of the Academy Trust, staff, parents, carers, pupils and members of the local community.

## **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.

### 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
<p>Increase access to the curriculum for pupils with a disability</p>	<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 resources include examples of people with disabilities.</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>All pupils have access to appropriate differentiation and additional resources and support (including, but not limited to):</p> <p>SALT</p> <p>Overlays / coloured paper / laptops</p> <p>Pastoral support</p> <p>Fizzy / Sensory circuits</p> <p>Pencil grips, move'n'sit cushions, sloping desk tops, privacy screens, fiddle toys</p>	<p>Outreach support accessed</p> <p>High needs funding in place</p> <p>Ongoing CPD for all staff</p>	<p>Sarah Symons</p> <p>SLT &amp; Sam Sheppard</p>	<p>Ongoing</p>	<p>Increased access to the curriculum.</p> <p>Needs of all learners met</p> <p>Records of staff training</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Safe pathways</li> <li>• Ramps</li> <li>• Larger toilet</li> <li>• Lift to staff room</li> </ul>	2 available				
		Short term	Better access around the upper pod – paving slabs level	Site manager	September 2020 (then ongoing)	No loose slabs
		Medium term	Ramps into all New Hall external doors	Trust		Appropriate wheelchair access
		Long term	More gradual slope at front of school	Trust		
		Long term	Proper disabled toilet (not just larger toilet)	Trust		Disabled toilet available in school
Long term		Trust				
<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"> <li>• Internal signage</li> <li>• Soundfield systems</li> <li>• Pictorial or symbolic representations</li> </ul>	Medium term	Ensure soundfield systems working and in use	Martin Jordan / Sarah Symons	March 2021	Teachers using soundfield systems in classes (when needed)

## **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 board and the headteacher.

## **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 pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2 – no wheelchair access to 2 <sup>nd</sup> floor			
Corridor access	Wide, but no automatic doors			
Parking bays	2 x disabled	No action required		
Entrances	Automatic front doors		Head / governors	
Ramps				
Toilets	Large, but not suitable as disabled			
Reception area				
Internal signage				

Emergency escape routes				
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