



Accessibility Plan

Key Information	
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Statutory / Non statutory:	Statutory
Monitoring and review:	
Governor approval date:	11/3/21
Next review date:	Autumn 2022

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff governors and students

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
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> <i>The school provides pictures, symbols and a range of kinesthetic approaches to support learning.</i> <i>We provide braille for our visually impaired students.</i> <i>We also provide large print resources where appropriate</i> 	<ul style="list-style-type: none"> Ensure parents/ carers with visual disability have equal opportunity to access information from school. Ensure the curriculum can be accessed by all students Any redecorating work within the school is sympathetic to the visually impaired Carry out an audit of school signage to ensure that it is fully accessible 	<ul style="list-style-type: none"> Highlight on all school documentation that goes to parents that it is available in larger print on request. Check timetables and resources are not a barrier to any individual or group's access to the curriculum. Advice taken re-lighting and colour schemes before any further decorating takes place around school and in new classrooms ensures learning accessibility 	<ul style="list-style-type: none"> HOC 	<ul style="list-style-type: none"> Sept 21 	<ul style="list-style-type: none"> Format of documentation altered appropriately. All students access all aspects of the curriculum. The school decorates in a way that is sympathetic to a range of SEND students whilst ensuring engaging learning environment
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <i>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i> <i>The PSHE curriculum includes many</i> 	<ul style="list-style-type: none"> Within the levels of understanding of students with SENs to ensure the school develop students' awareness of disability. 	<ul style="list-style-type: none"> Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. When needed, provide written materials in alternative formats. Invite people with disabilities into school. Use opportunities to show people with disabilities in a positive light School actively participates with Surrey Special School Sports Association; interschool special needs sports events and uses Surrey Sports Park 	<ul style="list-style-type: none"> MM 	<ul style="list-style-type: none"> July 21 – increasing reading resources – other areas ongoing 	<ul style="list-style-type: none"> Books with appropriate reading age and teenage content are purchased for the library Format of Documentation altered appropriately. Opportunities in assemblies. Students participate in a wide range of sporting activities which promote

	<i>elements of inclusion and students learn about equality and equity of provision</i>					<ul style="list-style-type: none"> equality
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <i>Our single level environment is adapted to the needs of pupils as required.</i> <i>This includes:</i> <i>Ramps</i> <i>Corridor widths</i> <i>Disabled parking bays</i> <i>Disabled toilets and changing facilities</i> 	<ul style="list-style-type: none"> New building work to take DDA issues in to account. Renew markings for the disabled parking bay Retrofit main corridor doors to include automatic opening for wheelchair users. Audit disabled toilet and changing facilities for improvements 	<ul style="list-style-type: none"> Work with architects and central team to deliver a DDA compliant building Once all building work is complete renew carparking lines at the front of the school Work with LA team responsible to procurement of additional places to put in a bid for additional works 	<ul style="list-style-type: none"> HOC PW 	<ul style="list-style-type: none"> Sept 21 No date for doors work 	<ul style="list-style-type: none"> Improved accessibility around the site for all staff students and visitors Improved disabled toilet and changing facilities

3. 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

4. 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