



## Accessibility Plan

---

Date reviewed	November 2022
Date approved	November 2022
Approver	LGB
Signature	Carol Tompkins-Owen
Next Review date	November 2025

## Contents

1. Aims.....	<b>Error! Bookmark not defined.</b>
2. Legislation and guidance.....	<b>Error! Bookmark not defined.</b>
3. Action plan.....	<b>Error! Bookmark not defined.</b>
4. Monitoring arrangements.....	<b>Error! Bookmark not defined.</b>
5. Links with other policies.....	<b>Error! Bookmark not defined.</b>

## Abbreviations:

**EHCP:** Education Health and Care Plan  
**HSE:** Health and Safety Executive  
**IHP:** Individual Health Plan  
**ILP:** Individual Learning Plan

## Section 1: Introduction

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, the complaints 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, pupils

## **Section 2. Legislation and statutory responsibilities**

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.

## Section 3. Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	TIME SCALE AND ACCOUNTABILITY
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a curriculum which is accessible and can be adapted for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils on their individual pathway</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Targets are set effectively in Individual Learning Plans and Annual Reviews for pupils with an EHCP.</li> </ul>	<p>Pupils can access the curriculum to meet their needs.</p> <p>Where additional support is needed this will be identified and implemented.</p> <p>Pupils make rapid and sustained progress in the short and long term.</p> <p>Destination data supports long term development.</p> <p>Staff receive the appropriate training to support pupils with additional needs.</p> <p>The SEN department reviews the support to check it matches need. They will identify and provide any additional resources/equipment needed.</p> <p>EHCP's (Education Health Care Plans) are identified, supported, followed and reviewed</p>	<p>Middle and Senior Leaders</p> <p>SENCO's</p>	<p>Half Termly curriculum review groups</p> <p>Line management each half term</p> <p>Accountability presentations by Heads of Campus each term</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	TIME SCALE AND ACCOUNTABILITY
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils and staff as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Door width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Most pupils can access all areas of each of the buildings.</p> <p>Designated disabled parking is available at all campuses.</p> <p>Clear signage that directs pupils, staff and visitors at each campus.</p> <p>Pathways and steps are free from hazards and are maintained as part of a routine maintenance programme.</p> <p>When redecorating corridors and doors must ensure a high contrast between walls and doors to improve the environment for the visually Impaired.</p> <p>Toilets within the Vanguard, Bridge and Stamshaw, Cosham school are non-gender to support non-binary students.</p>	<p>Middle and Senior Leaderships teams</p> <p>Premises Team</p>	<p>Premises meetings every other week.</p> <p>Health and Safety a weekly agenda item for SLT</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	TIME SCALE AND ACCOUNTABILITY
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Coloured paper</li> <li>• Print to text</li> <li>• Pictorial or symbolic representations (Widget PECS)</li> <li>• Translation for anyone with EAL</li> <li>• ILP includes pupils' preferred pronouns</li> </ul> <p>Parents and carers receive regular communication through:</p> <ul style="list-style-type: none"> <li>• Phone calls.</li> <li>• Class Dojo</li> <li>• Messages</li> <li>• Letters</li> <li>• Emails</li> <li>• Newsletters</li> </ul>	<p>The induction identifies any additional needs, including information from previous educational establishments.</p> <p>All parents/carers are invited into the school for a minimum of 3 occasions.</p> <p>Verbal communication is supported by written reports each year focusing on pupil progress, successes and next steps in learning.</p> <p>Additional communication methods are available to support students/parents and staff.</p>	<p>All staff</p>	<p>Ongoing</p>

## **Section 4. Monitoring arrangements**

This plan will be reviewed and approved by the governing board every three years.

## **Section 5. Links to other policies**

This policy links to the following policies:

- Complaints
- Health and safety
- Safeguarding
- Special educational needs information report and policy
- Pupils with Medical Needs
- Curriculum Policy

➤ **Appendix 1: Accessibility audit**

Feature	Description	Actions to be taken	Person responsible	Date for Completion
Number of storeys	<ul style="list-style-type: none"> <li>➤ Bridge (1 storey)</li> <li>➤ Cosham (1 storey steps to hubs)</li> <li>➤ Tipner (2 storeys)</li> <li>➤ The Bay (1Storey)</li> <li>➤ The Sports Hall (1 storey, 2 to plant room)</li> <li>➤ Stamshaw (1 storey)</li> <li>➤ Vanguard (1 storey)</li> </ul>	Wheel chair access to The Hubs via the playground at Cosham.	Site Manager  NHS site team	
Corridor access	All premises have wide corridors that are clutter free.		Site Manager  NHS site team	
Parking bays	All campuses have designated disable parking bays	No other vehicles to be parked in these spaces	Site Manager RA	



Entrances	All entrances are clear and access is not a hindrance.	No actions.		
Ramps	Ramps at The Sports Hall and back door at Tipner.	The slope is maintained to support access.	Site Manager	
Toilets	Toilets are non-gender-specific to support all pupils/staff  There are disabled toilets/shower areas and changing rooms on the ground floors.	Maintenance of all these room and to be clutter free.	Site Manager	
Reception area	Reception areas are clear. Staff are available at all times to support individuals.  Campus Admin provide visitors with information: Health and safety Safeguarding information Regulation support for pupils Positive language script	No actions.	All Staff Campus Admin	
Emergency escape routes	All emergency doors and fire escapes are signposted. All escape areas are clear of clutter and could be accessed at all times.	Corridors are to remain clutter free	All Staff	