



Accessibility Plan 2023-26

Reviewed September 24

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's Equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
 - Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
 - The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

Teaching and learning takes into account the needs for individuals based on their care plans from professionals and parent information. This includes access to the curriculum as well as the physical environment. Each child has reasonable adjustments made according to the Equality Act 2010 to ensure they can participate in the curriculum fully.

Improving access to the physical environment of the school

Classrooms are well organised and clutter free as much as possible to enable physical access is easy. Adaptions to play equipment such as low-level tyres on the tyre park, ramped access to the field and lower pegs on the climbing wall enable a range of access.

Improving the delivery of written information to disabled pupils

Written information is given to pupils in an accessible format, whether that means an adult supports the reading of the information. Print outs are copied onto blue paper for children with Dyslexia. Timetables are presented in visual form and are generally in the same format across the school. Planning for lessons and resources takes into account the needs of the pupil.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Planning duty 1: Equality Act

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
1.3 Is everyone in your setting aware of the Equality Act 2010?	Ensuring staff are aware of the Equality Act 2010.	Head of School SENDCO	Long Term	Summer 25	Education guidance around Equality Act shared with staff and displayed in Staff-room

Planning duty 2: Physical Environment

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
2.8. Are all classrooms adapted to ensure access for all areas?	Ensure that all classrooms are kept clutter free and half termly clearances happen to reduce items collected over the term.	All staff	Long term	Ongoing	
2.6 Calm low sensory areas available in the setting?	Ensure the quiet room is accessible for children in time of low sensory needs.	All staff	Long Term	Ongoing	

Planning duty 3: School community

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
3.3 Is there personalised and creative support arranged so that pupils/students can	Ensure children have accessibility to trips, breaktime and afterschool activities.	All staff	Long term	Ongoing	

access all activities including trips /visits and afterschool and breaktime activities?	Planning of trips and visits considers pupils with DSEN. Individual risk assessments and support plans.				
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Planning Duty: Curriculum

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
4.2 Is there regular and updated staff training?	Continue to arrange training courses and twilight sessions based on the needs of the school.	Head of School SENDCO	Long term	Ongoing	Continuation of training throughout the year
4.13 Do pupils/students with SEND have access to appropriate information technology?	Provide tablets and other adjustments for pupils with DSEN. Check licences (e.g. Clicker)	Head of School SENDCO	Long term	Ongoing	Liaise with Aspire IT Team

Planning task: Information

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
5.3 Work with parent/carers and young people to ensure that your website is presented in a family friendly way.	Ensure access to all parents/carers to the website and that information is clear and accessible. Audit the website.	Aspire IT department Head of School	Long Term	Ongoing	