



# Accessibility plan

## DOCUMENT CONTROL

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<p>Distribution:</p> <p><b>All staff through 'I Am Compliant' Policy file.</b></p> <p>Please note that the version of this document contained within the Policy Folder on Staff General is the only version that is maintained.</p> <p>Any printed copies should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.</p>		

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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

## 2. Ethos and Values

The ethos of Educate Together is that all its schools and educational operations must be:

- Equity based
- Child-centred
- Aspirational
- Collaborative

These four principles are legally binding and form the foundation for our Accessibility plan. For more details on how our ethos relates to SEND, Inclusion and Accessibility, [click here](#) to refer to our SEND and Inclusion policy.

## 2.1. Legislation and guidance

### 2.1 Legislation

This policy is based on:

- The statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 which can be found [here](#)
- The Department for Education (DfE) guidance for schools on the Equality Act 2010 which can be found [here](#)
- Schedule 10 of the Equality Act 2010 which can be found [here](#)

### 2.2 Definitions

**Disabled:** You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### 2.3 Rights Respecting

In line with our ethos, we are proud to be a Rights Respecting school. This policy advocates the following rights from the UN convention of the rights of the child: Articles 2, 12, 13, 23, 27, 28, 29, 31

## 4. Action plan 2023 - 2026

Objective 1: Increase the extent to which disabled pupils can participate in the curriculum		
Next steps (SMART)	By when?	Who will lead?
<p><b>1. <u>Continue to embed and consolidate the following:</u></b></p> <p><b>High quality Teaching and Inclusive learning environment</b></p> <ul style="list-style-type: none"> <li>• Create a staff induction and CPD plan each year in relation to our core offer, <a href="#">(see SEND information report, slide 23)</a>, ensuring that all staff have individually identified strengths and areas for improvement in relation to the agreed core offer and a CPD pathway is available for them to further develop at least one element of Inclusive Teaching practice each year. <i>(Evidence to be found in individual CPD plans)</i></li> <li>• After completing a SENCO led audit of the core offer, identify one area of provision to consolidate collectively as a school each year. <i>(Evidence and specific areas which have been developed to be recorded in SENCO action plans and reviews)</i></li> </ul> <p><b>Graduated approach (assess, plan, do review) to SEND support</b></p> <ul style="list-style-type: none"> <li>• At least 80% of staff to be confident in utilizing the graduated approach to ensure an increasing understanding of the child's specific needs and the ability to adapt provision accordingly.</li> <li>• At least 80% of staff to be confident in utilizing the graduated approach in order to ensure early identification of need <i>(Evidence to be found in review of SEND register, LPs and reviews and One Page Profiles)</i></li> </ul> <p><b>Liaison with external professionals</b></p> <ul style="list-style-type: none"> <li>• Continue to work closely with external professionals, parents/carers and the child to implement and review specific, therapeutic provision for any children with disabilities – all therapeutic programmes to be consistently running and set up within two weeks of school team receiving programme and training.</li> </ul>	<p>Ongoing, continuous improvement</p> <p>School and Individual target areas to be reviewed July 2024, 2025 and 2026</p> <p>Reviewed each July (continuous target due to potential staff changes)</p> <p>Reviewed each July (continuous target due to potential staff changes)</p>	<p>School SENCO</p> <p>School SENCO Line managers for individual staff</p> <p>School SENCO</p> <p>School SENCO</p>

<b>Objective 2: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</b>		
Next steps (SMART)	By when?	Who will lead?
<ul style="list-style-type: none"> <li>• Ensure that all furniture in corridors does not obstruct the width of 1.2m.</li> <li>• To arrange for repair of touch buttons for main entrance door.</li> <li>• To have changing facilities for children who need intimate care support.</li> <li>• To continue to liaise with external professionals (OT) in relation to appropriate furniture (chairs/seating) for individual students.</li> </ul>	December 2023	Sarah Phillips Laura Binns
	February 2023	Sarah Phillips
	July 2024	Sarah Phillips Laura Binns
	July 2024	Laura Binns

<b>Objective 3: Improve the availability of accessible information to disabled pupils</b>		
Next steps (SMART)	By when?	Who will lead?
<ul style="list-style-type: none"> <li>• All staff to embed communication friendly approaches in their classrooms and around the school</li> <li>• All staff to have the skills to use a Total Communication approach (words accompanied by pictures, symbols, visuals, signing, use of assistive technology) as needed for pupils who have Speech and Language needs.</li> <li>• All staff to ensure visually presented information is compliant with British Dyslexia Association guidelines</li> </ul>	Implementation and training for each Step by July 2024.	School SENCO
	Further consolidation with the aim of being consistently embedded throughout the school by July 2026.	

## 5. Complaints

Please refer to the school’s complaints policy.

**Appendix one: Audit tool for physical access and accessibility of information**

<b>Physical access audit</b>					
<b>Item</b>	<b>Issue</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Action</b>
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways, routes and spaces logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			School consulting with OT re: zuma rocker chairs or alternatives to meet individual needs.
5	Do furniture layouts allow easy movement for students with disabilities?	✓			
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			Hub spaces to left of school building and Hub.
8	Are there any barriers to easy movement around the site and to the main entrance?		✓		
9	Are steps needed for access to the main entrance?		✓		
10	Do all steps (internal and external) have contrasting colour edging?	✓			
11	If there are steps, is a ramp provided to access the main entrance?			✓	
12	Is there a continuous handrail on each ramp and stair flight and landing?	✓			
13	Is it possible for a wheelchair user to get through the principal door unaided?	✓			
14	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?		✓		Touch button to open the door currently not working on either side.
15	Do all internal doors allow a wheelchair user to get through unaided?	✓			

16	Do all the corridors have a clear, unobstructed width of 1.2m?		✓		- Table outside Y1 classroom sticking out beyond 1.2m. - Y3/4 pegs trollies 1.16m Y5 peg trolley is 1.2m (wider corridor) -outside Y4 classroom table with adult sat at chair width is 1.15m - single table and group table opposite each other 1.08m between them
17	If no, is an alternative wheelchair accessible entrance provided?			✓	
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible Changing rooms?	✓			
20	Does the building have a lift that can be used by wheelchair user to allow access to different levels?	✓			
21	Is there a continuous handrail on each internal stair flight?	✓			
22	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		✓		
23	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		✓		there are refuge points at the top of each stairwell
24	Are non-visual guides used to assist people to use the buildings?		✓		
25	Could any of the décor be confusing or disorientating for students with disabilities?		✓		
26	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	✓			
27	Any hearing impaired children and adults are accompanied and would be visually notified.	✓			
28	Is a hearing induction loop available (either fixed or portable) in the school?		✓		

29	Are there changing facilities for children who need intimate care support?		✓		
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### **Auditing pupil's access to the curriculum and the availability of accessible information.**

As an organisation, we have used the SEND information report to share our vision for an Inclusive Education, Quality First teaching and Special Educational Provision which enables all pupils to access the curriculum and the information that we share. This information can be found on slides 23 and 26 of the SEND information report (click [here](#))

Our SENCOs carry out an audit of our aspirations within the core offer (slide 23) and the “additional to and different from” offer (slide 26) each term. This audit forms the basis for target setting within their own action plans and for identifying gaps to set as targets within the accessibility plan. In this way, we ensure that we are continuously embedding our approach to equality-based and learner-centred education.



## **Appendix two: UNCRC Rights of the child**

**Article 2** Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 4** Governments must do all they can to make sure every child can enjoy their rights.

**Article 12** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**Article 13** Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

**Article 14** Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

**Article 27** Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

**Article 28** Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity.

**Article 29** Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

**Article 30** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

**Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.

**Article 39** Children who have been neglected or abused should receive special help to restore their self-respect