

# Accessibility plan

## 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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our school is fully inclusive, and its values aim to ensure that all students can access the curriculum and wider offer to be happy and successful learners as well as positive citizens and members of their communities.

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.

The school's accessibility plan is in line with South Bank Academies (the trust) and its aims and values.

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 students, staff, parents and carers, governors, wider partners, and 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 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

## 2. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all students</li> <li>• We use resources tailored to the needs of students 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 students, including those with a disability</li> <li>• Targets are set effectively and are appropriate for students with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all students</li> </ul>	<p>Teachers use a variety of methods to ensure all can fully access the curriculum</p> <p>Faculty Reviews are conducted with a focus on differentiation, marking and feedback</p>	<p>Further training for staff</p> <p>Two further reviews to be conducted this academic year</p>	<p>JWI / RVA</p> <p>ASH/SLT</p>	<p>Feb 2022</p> <p>July 2022</p>	<p>Reviews show differentiation a strength in most lessons</p> <p>Progress and improvements of lessons observed. All teachers in July 2022 provide good or better lessons</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Due to having a new building accessibility is currently very good for wheel-chair users</p>	<p>Review building use with a wheelchair user</p>	<p>DBE</p>	<p>June 2022</p>	<p>Successful feedback from user and any minor amendments completed by July 2022</p>
<p>Improve the delivery of information to students 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>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Ensure all major messages are communicated in Reception using community languages</p> <p>Electronic messages are sent out with some community languages</p>	<p>Notice board in Reception needs replacing and updating</p> <p>Ensure parents with EAL are identified and targeted with key messaging to ensure engagement and understanding</p>	<p>SGA</p> <p>AAB</p>	<p>Dec 2021</p> <p>Jan 2022</p>	<p>Regularly updated board in Reception with three or more other languages</p> <p>Key parent messages are also sent in three or more different languages</p>

### **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 students with medical conditions policy