



ACCESSIBILITY PLAN POLICY

| Originator | Reviewed by | Date of Review | Approved by | Date of Approval | Next Review Date | Website |
|------------|-------------|----------------|-------------|------------------|------------------|---------|
| NRE | R&A | 10/05/2021 | Board | 24/05/2021 | July 2024 | Yes |

Vision Statement

‘Creating an irresistible climate for achievement’

- We challenge, support, and encourage every student to **achieve their potential**.
- We believe **effort** and **dedication** lead to success and we **raise aspirations**.
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud**.
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

The Policy

1. The School is 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
2. Our school aims to treat all its stakeholders fairly and with respect. We are therefore committed to providing as accessible an environment as possible.

Legislation and Guidance

3. 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](#).
4. 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
5. 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.
6. Schools are required to make 'reasonable adjustments' for students with disabilities and special educational needs under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include for example the provision of an auxiliary aid, e.g. height adjustable chair, or adjustments to premises e.g. provision of ramps.

Equality of Access to the Curriculum

7. With reference to the following:
 - Ongoing specialist training for teachers on how best to meet the needs of students with particular disabilities e.g. hearing or visual impairment
 - Training for teaching staff on SEN and differentiation with full details on the SEN register
 - Students requiring support in public examinations have suitable access arrangements e.g. extra time, readers, scribes and use of computers
 - Intervention programmes at KS3 in English and Maths
 - Alternative curriculum for nominated students at KS4 accessing courses with appropriate providers
 - Teaching Assistant support for students identified as needing extra help
 - Ensuring school trips are available to all students wherever possible regardless of physical disability or special or medical needs e.g. wheelchair access on coaches, specialist staff to support students on trip

Equality of Access to the Physical Environment

8. With reference to the following:
 - All building modification and refurbishment projects take access/compliance into

- account during the planning stage
- Parents evening locations set to reduce the distance between venues and minimise the use of stairs.
- Supervised movement between lessons for vulnerable disabled students.

Equality of Access to Information About the School and its Work

9. With reference to the following:
 - Communications are placed on the school website and available in hard copy if requested

Monitoring and Review

10. This document will be reviewed every three years but may be updated more frequently as necessary.