

Accessibility Plan (2022)

Author:	LPR
Approved by:	Finance and Premises Committee
Date:	30 th January 2023
Review due by:	November 2025

Accessibility Plan November 2022

Contents

Aims..... 2

Legislation and guidance..... 3

Action plan 3

Monitoring arrangements..... 8

Links with other policies 8

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 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. As an LA maintained school, the local offer by Haringey is available to see here <https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer>

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 the student leadership team, the middle leaders, all staff via staff meetings, and governors via committee.

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 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, adjustments around application of different policies and expectations around outcomes.

Action plan

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

Commitment	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Use resources tailored to the needs of pupils who require support to access the curriculum • Use Curriculum resources that include examples of people with additional needs • Track curriculum progress for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Review our curriculum to ensure it meets the needs of all pupils 	<p>To have a systematic review process in place to revise our pastoral and academic curriculums</p> <p>To ensure a team of SEN staff continue to undertake training and specialist support training to meet the needs of our diverse cohort</p> <p>To ensure data groups are in line with DFE codes to allow data analysis and</p>	<p>-ensure that regularly review and revise their curriculums (both pastoral and academic) to ensure that students and groups with additional needs are catered for as part of their school daily diet</p> <p>-Ensure that CPD is provided to meet the needs of staff supporting students with additional needs</p>	SLT, SENDCO	Ongoing	Students of differing needs have an equitable experience with the quality and delivery of the curriculum across all areas

		support to be in place To ensure middle leaders and postholders review the quality, sequencing and breadth of their curriculums				
--	--	--	--	--	--	--

Commitment	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift access to floors • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To work with the LA to ensure the building is compliant with relevant legislation	To ensure H&S requirements are met and exceeded where possible	SBM, Middle leaders, site team	Ongoing – to be evidenced through meeting minutes, briefing notes, embedded policy and practice	Well maintained and pleasant facilities for students of different needs

<p>></p>	<ul style="list-style-type: none"> > use progress data (contextualised where appropriate) to improve the ways in which we provide support to individuals and groups of students > monitor achievement data by additional needs to ascertain if there is a statistically significant gap > ensure equality of access for all students and prepare them for life in a diverse society > use materials that reflect the diversity of the school, population and local community in terms of need > promote attitudes and values that will challenge discriminatory 	<p>To ensure that all groups of students achieve at least in line with national data trends and exceed these where possible</p> <p>To revise and develop policies that have equality at the center of them, including embedding our equality statement</p> <p>To ensure a safe and welcoming spaces in the school</p>	<ul style="list-style-type: none"> - Assessment and data drops are regular throughout the school year - All teachers undertake research-based training and development - Regular training, guidance or information is available to all staff either by request, by briefing or via digital platforms - Ensure that resources depict the diversity of the school community 	<p>SLT, All teaching and support staff. Line managers across the school</p>	<p>Ongoing and subject to review</p>	<p>-That national data trends are met and where possible exceeded for groups with additional needs</p> <p>-breadth of opportunity and engagement with external clubs and extracurricular increase year on year</p> <p>-that students see themselves regularly in the</p>
-------------	---	---	---	---	--------------------------------------	--

	<p>behaviour, prejudice or bigotry through our curriculums</p> <p>➤ provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures</p>		<p>including but not limited to those with additional needs</p> <ul style="list-style-type: none"> - Ensure that students have opportunities in class and out to celebrate their cultures background/heritage 			resources, topics and discussions that take place across the school
Commitment	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • encourage classroom and staffroom discussion of equality issues through our systems and processes • Include teaching and classroom-based approaches which are inclusive and reflective of our students. 		Student leaders to have a working group focusing on the quality of education	SLT	Ongoing and subject to review	New practice is adopted

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources and materials in the LRC • Braille if red • Induction loops • Pictorial or symbolic representations 	To ensure that clear communication and messaging is in place for all students with a protected characteristic	To ensure students and staff have the appropriate equipment and resources to access and engage with the curriculum To explore new technological developments to support students with disability	SLT, SENDCO, All teaching and support staff. Line managers across the school	Ongoing and subject to review	Students confidently access the curriculum and opportunities offered by the school
Upgrade and maintain facilities	<ul style="list-style-type: none"> • Refurbishments of accessible facilities in line with the school capital program 	To ensure a welcoming and safe environment for all student/ staff groups	Facilities to be reviewed regularly and referred for upkeep as appropriate	SBM, SLT	Ongoing and subject to review	The site is fit for purpose, pleasant and welcoming for all

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 governors committee

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Statement
- Special Educational Needs (SEN) Information Report
- Supporting Children with Medical Needs Policy
- Fire Safety Policy