

# Accessibility plan 2022



<b>Approved by:</b>	Mrs Marie George	<b>Date:</b> Jan 2022
<b>Last reviewed on:</b>	Jan 2022	
<b>Next review due by:</b>	Jan 2023	

## Contents

1. Aims .....	2
2. Legislation and guidance.....	3
3. Action plan.....	4
4. Monitoring arrangements .....	7
5. Links with other policies .....	7

---

### 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 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 Arthur Terry School is an **inclusive** and **nurturing** learning community that gives everyone the opportunity to **excel** and a place to **belong**. We want the best for **everyone** in our learning community so we are able to be **proud** of our achievements. Developing the **skills, knowledge** and **strong moral principles** so we are **ready** for **active citizenship** in an ever-changing future.

### Our Core Value

**Kindness** – being friendly, helpful and understanding

**Respect** – having consideration for peoples’ rights and feelings

**High aspirations** – putting the effort in every day to achieve our best

### Our Aims

- To create a stimulating environment in which individuals achieve their highest possible attainable academic standards through outstanding learning & teaching.
  - To foster a culture of learning independence through the ‘Arthur Terry Learner’ philosophy.
  - To work with, and then build upon the achievement of our partner primary schools.
  - To maintain, a disciplined, enthusiastic, safe, happy and caring community.
  - To broaden cultural and aesthetic horizons whilst celebrating individuality.
  - To develop the whole child by creating a full programme of additional enrichment opportunities.
  - To raise the expectation of all through mutual respect and shared responsibility.
  - To develop positive, personal, social, moral and spiritual growth and respect for different beliefs and ways of life.
  - To develop a partnership of parents, staff, students, governors and outside agencies working for everyone’s benefit.
-

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.

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.

## 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 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.

### 3. 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><b>Increase access to the curriculum for pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>- Our school offers a differentiated curriculum for all pupils</li> <li>- We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>- Curriculum progress is tracked for all pupils, including those with a disability</li> <li>- Targets are set effectively and are appropriate for pupils with additional needs</li> <li>- The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>- To ensure evidence-based interventions are available to students that require additional support</li> <li>- Continued external agency support.</li> </ul>	<ul style="list-style-type: none"> <li>- Raise awareness of specific needs and strategies to support with all staff</li> <li>- Upskill staff in specific evidence-based intervention</li> <li>- Regular involvement of external agencies at a strategic and individual level.</li> <li>- Ensure students can record information with the aid of assistive technology</li> <li>- Appointment of access arrangement coordinator to support with the co-ordination of access arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>- Departments to dedicate time to planning and reviewing K code provision</li> <li>- Whole school training e.g. Autism</li> <li>- Morning briefings on high profile students</li> <li>- Learning support skills streaming training and resources</li> <li>- Phonics training for specific teaching and support staff</li> <li>- Termly strategic planning meetings with SENCO</li> <li>- External agencies to provide individualised advice</li> <li>- One page profiles to be developed and distributed</li> <li>- Access arrangements co-ordinator to complete necessary training course.</li> </ul>	<p>Heads of department, SENCO, Leadership team, external agencies, head teacher</p>	<p>July 2022</p>	<ul style="list-style-type: none"> <li>- Department planning meeting to strategise and evaluate K code provision</li> <li>- Follow up department meeting to reflect on strategies for K code students</li> <li>- Whole school SEND briefings</li> <li>- Whole school Autism and PDA training</li> <li>- Termly meetings with SENCO and external agencies</li> <li>- External agencies to provide individual support and recommendation where requested.</li> <li>- 1PP written for each k code student</li> <li>- Audit of 1PP before distribution</li> <li>- Purchase and use of Docs plus software for students to record work more independently.</li> <li>- Access arrangements co-ordinator appointment</li> <li>- staff training on access arrangements</li> <li>- Streamlined referral process for access arrangement testing.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>- Ramps</li> <li>- Lifts</li> <li>- Corridor width</li> <li>- Disabled parking bays</li> <li>- Disabled toilets and changing/ personal care facilities</li> <li>- Accessible tables in subject specific rooms</li> </ul>	<ul style="list-style-type: none"> <li>- To maintain the school building and school environment</li> <li>- To ensure the personal care facility is planned and then actioned.</li> <li>- To ensure students are timetabled in subject specific rooms that are accessible/ adapted equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Lifts to be serviced within recommended intervals</li> <li>- Maintenance team to ensure disabled toilets are fully stocked and operational</li> <li>- Personal care facility to be replaced April 2022</li> <li>- Ensure an audit of adapted equipment is conducted regularly in line with guidance.</li> <li>- Ensure students and staff who require access to lifts have access to a lift key.</li> </ul>	<p>Maintenance team, Leadership, Finance, SENCO, learning support team</p>	<p>July 2022</p>	<ul style="list-style-type: none"> <li>- Personal care facility to be completed April 2022</li> <li>- SENCO to have input regarding design of personal care facility</li> <li>- Staff training on personal care and lifting up to date.</li> <li>- Advice from PDSS and attendance to meetings.</li> <li>- Maintenance to perform regular maintenance and servicing of the school environment</li> <li>- Lifting machinery and slings to be checked within guidance timeframes.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b><u>Improve the delivery of information to pupils with a disability</u></b></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>- Pictorial or symbolic representations on signage.</li> <li>- Assistive technology</li> <li>- School website maintained</li> <li>- Use of external services such as PDSS/VI/HI and interpreters.</li> </ul>	<ul style="list-style-type: none"> <li>- To make signs around more accessible for all students</li> <li>- Resources/reprographics to support with any large print/adapted resources required.</li> <li>- Support from HI/VI team for advice and guidance for specific students.</li> <li>- Assistive technology to support students with learning.</li> <li>- Maintaining equipment with the support of the HI/VI/PDSS services.</li> <li>- Ensure interpreters are available when needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Updated signs around school that are more accessible for all users</li> <li>- Staff to use the reprographics department to support in ensuring learning materials are accessible and adapted.</li> <li>- Meetings with HI/VI team</li> <li>- Purchase Docs plus software</li> <li>- Ensure a trolley of laptops are maintained and available for students to use if required.</li> <li>- Meeting specialists and servicing of equipment to ensure hearing/visual aids are maintained</li> <li>- For events that require interpreters, ensure that the external agent is available and booked.</li> </ul>	<p>Leadership, site team, SENCO, learning support team, PSS, VI/HI support.</p>	<p>July 2022</p>	<ul style="list-style-type: none"> <li>- Updated signs to be visual and contain icons for easier accessibility.</li> <li>- Staff to request resources to be adapted as required</li> <li>- Lesson observations and 1-1 student meetings with HI/VI team and SENCO/ learning support team and student.</li> <li>- Recommendations from HI/VI/PDSS followed when education advice is given for individual students.</li> <li>- Purchase docs plus software and ensure students and staff using software have training to use it</li> <li>- Ensure Laptop trolley is maintained.</li> <li>- For events that require interpreters ensure that the external agent is available and booked.</li> </ul>

## 4. Monitoring arrangements

This document will be reviewed at the end of the school year

It will be approved by [the governing board/committee name/governor name/the headteacher].

## 5. 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 pupils with medical conditions policy