



ED0002B - Accessibility Policy and Plan



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 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.

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 student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

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

| Aim | Current good practice Include established practice and practice under development | Objectives State short, medium and long-term objectives | Actions to be taken | Person responsible | Timescale | Success criteria |
|--|--|--|---|--------------------|-----------|--|
| Increase access to the curriculum for students with a disability | We use resources tailored | Curriculum review | Review of Curriculum by SENDCO Policy to allow access to curriculum for all students. | Head Teacher | Ad hoc | Suitable curriculum in place that doesn't exclude students with disabilities |

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|-----|--|--|---------------------|--------------------|-----------|---|
| | d to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. | ed to ensure delivery of formal and informal educational opportunities. Informal opportunities may include off-site activities | | | | and in line with current students needs |

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|-----|---|---|---------------------|--------------------|-----------|------------------|
| | <p>Our school offers a differentiated curriculum for all students. Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets</p> | <p>iviti es. Ensur ing stu dents ma ke go od pro gre ss to wards out come s as hig hlig hte d in EH CP s.</p> | | | | |

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|--|---|--|--|--|-------------------------|--|
| | the needs of all students. | | | | | |
| Improve the delivery of information to students with a disability. | <p>Our school use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of colour documentation • Pictorial or | <p>Staff training ongoing All staff to be aware of specific student communication needs Half term audits of communication methods across the environment Signage to be monitored</p> | Environment audit to take place Autumn Term, assisted by Head of Estates & H&S | H & S Co-Ordinator / Head of Estates & H & S | Reviewed each half term | Environment will be well signposted Staff are aware of individual needs of students. |

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| | <p>symbolic representations</p> <ul style="list-style-type: none"> • Use of ICT • SALT intervention <p>Additionally, should a student require information in a different language, this can be provided.</p> | | | | | |
| Information made available to parents/ carers | Information available on Website in addition to written form | Website review | Website review – summer term | Education Director / Headteacher | Ongoing review | Updated and informative website |
| If the needs of the employee change during the period of employment their employment Esland will | Compliance with policies and procedure | To support staff in line with policies and procedures | Possible actions: | Headteacher | Requires on-going review | Where possible employee will remain in employment |

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|--|--|--|--|-----------------------------|-----------|------------------|
| make all reasonable adjustments to keep employee in employment | | | Meeting with the Line Manager to discuss needs of employee Take reasonable steps to adjust working environment to support | Her / HR Business Partner / | | |

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|------------|--|--|-----------------------------------|---------------------------|------------------|-------------------------|
| | | | ort the se ne ed s | | | |

Monitoring arrangements

This document will be reviewed at least annually but may be reviewed and updated more frequently if necessary. It will be approved by the Education Director, the Headteacher and the Quality Assurance Officer for Education.

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
- SEND Policy
- Supporting students with Individual Health Plans

Appendix 1: Access to physical environment

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|--|------------------------------|------------------------------------|
| Number of storeys | Main School Building 2 Floors (Ground floor and first floor). Additional School Building 1 Floor (Ground floor) | Maintain access is free of clutter and that space is free of hazards | All staff | In place (ongoing) |
| Corridor access | Main School Building Ground and First Floor. | Maintain access is free of clutter and that space is free of hazards | All staff | In place (ongoing) |
| Lifts | N/A | N/A | N/A | N/A |
| Parking bays | Parking facilities available across Wrest Park & near to the main school and additional school building. | Information to visitors on parking facilities, including | Headteacher Admin Support | In place (ongoing) |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-----------|---|--|-----------------------|-----------------------------|
| | | additional parking near to school for those with mobility issues. | | |
| Entrances | <p>Main School Building The school has a main entrance and 3 additional side entrances. The main school entrance has a 3 sets of steps to the flat area outside the front door. The 3 side entrances are all accessible 'on a level' with the surrounding land, therefore provide alternate access to the school</p> <p>Additional School Building The additional school building has 1 main entrance. The additional school building has ramped access to the front door.</p> | Review additional signage to direct those with mobility issues to th | Admin Support Officer | Summer Term |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---------|---|--|--------------------|-----------------------------|
| | | <p>e c o r r e c t d o o r w a y.</p> <p>Any additional supports are checked during the initial booking process for any visitor.</p> | | |
| Toilets | None of the school toilets are wheelchair accessible. | <p>E x p l o r e t h e c o s t s o f u p g r a d i n g t h e v i s i t o r</p> | | Spring Term |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---------|-------------|--|--------------------|-----------------------------|
| | | <p>t oi le t o b e c o m p l i a n t w i t h d i s a b i l i t y r e q u i r e m e n t s . I n t h e i n t e r i m , v i s i t o r s w i l l</p> | | |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|----------------|---|---|---|-----------------------------|
| | | e d i r e c t e d t o f a c i l i t i e s i n C a p a b i l i t y H o u s e. | | |
| Reception area | <p>Main School Building Accessible to wheelchairs users via the side doors.</p> <p>Additional School Building Accessible to wheelchair users via the front doors.</p> | <p>Additional signage to direct those with mobility issues to the correct doorway.</p> <p>A n y a d d i t i o n a l s u p</p> | H e a d t e a c h e r | In place |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---------|-------------|--|--------------------|-----------------------------|
| | | p o r t s a r e c h e c k e d d u r i n g t h e i n i t i a l b o o k i n g p r o c e s s f o r a n y p e r s o n. | | |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------------|--|---|--|---|
| Internal signage | Signs in place | N A | H e a d t e a c h e r | H & S A u d i t c o m p l e t e d T e r m i n a l A u d i t |
| Emergency escape routes | Fire Evacuation Plan in place Signs posted around building Exit routes External Fire Escape | Weekly testing of systems PEEPs to be completed if necessary. Weekly testing of systems. T e r m i n a l f i r e d r i l l - e n s u r e a c c | H e a d t e a c h e r H & S C o- O r d i n a t o r | W e e k l y (o n g o i n g) H & S T e r m i n a l A u d i t |

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---------|-------------|---|--------------------|-----------------------------|
| | | e s s i b i l i t y p l a n i s c o n s i d e r e d i n t h i s . | | |