

Accessibility Plan

Central CE Academy



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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.

At Central CE Academy, we respect the unique contribution that every individual can make to the community and seek to place this contribution within a clear structure that both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At our school, every teacher is a teacher of every child. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. Our practice is underpinned by our Academy Trust ethos:

“Helping every child achieve their God-given potential”

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.

Diocese of Chichester Academy Trust

West Sussex LEA.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and our core executive committee.

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 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 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.

Intent	Objectives	Implementation	Person responsible and by when	Impact
<p>Increase access to the curriculum for pupils with a disability</p> <p>Improve the delivery of information to pupils with a disability</p>	<p>To improve provision for pupils with SEND</p>	<p>Audit of experience, training and CPD needed. Work with Driver Youth Trust to focus on Quality First Teaching.</p> <p>Metric: Audit and learning walks</p>	<p>SENCO</p> <p>July 2021</p>	<p>All staff have increased awareness of universal strategies which support access to the curriculum</p> <p>All staff make reasonable adjustments to their practices in order to provide access to the curriculum for learners with differing needs.</p>
<p>Increase access to the curriculum for pupils with a disability</p> <p>Improve the delivery of information to pupils with a</p>	<p>To ensure smooth transition of all pupils with SEND</p>	<p>Teachers to consider the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioral / physical needs</p> <p>Pupil profiles and inclusion file</p>	<p>HT, SENCO, Y3 teachers</p> <p>October 2021</p>	<p>Staff are knowledgeable about the needs of all pupils.</p> <p>Staff are able to target support appropriately because they know about each child's progress and attainment.</p>

<p>disability</p> <p>Improve and maintain access to the physical environment</p>		<p>Transition of information to secondary and visits. Meetings with secondary staff</p> <p>SEN list with links to professional info for teachers to have access to.</p> <p>Regular safeguarding meetings to discuss children at risk.</p>		<p>Safeguarding is a whole school priority with staff aware of children at risk across the whole school.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>To improve pupil voice for children with SEND at school.</p>	<p>SEND pupils to be on school council.</p> <p>SEND voice through PSHE</p>	<p>School council lead</p> <p>February 2021</p>	<p>Pupil questionnaire shows that pupils with SEND feel that their voices are represented.</p>
<p>Increase access to the curriculum for pupils with a disability</p> <p>Improve the delivery of information to pupils with a disability</p>	<p>To improve the progress for children with Speech, language and communication needs by implementing early interventions.</p>	<p>SALT training across school from SLCN team. Targeted training to Year 3 TAs to enable them to deliver 1:1 support. Training to enable non specialists to assess SLCD early on in Year 3.</p>	<p>SALT</p> <p>SENCO</p> <p>School staff</p> <p>February 2021</p>	<p>Year 3 staff feel confident in their ability to assess and intervene to support SLCN.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be reviewed and approved by Core Executive Committee.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School building is on one storey.	None	N/A	N/A
Corridor access	Corridors are wide and accessible.	None	N/A	N/A
Lifts	None	None	N/A	N/A
Parking bays	Variety of parking bays available but no disabled parking bay allocated.	Liaise with DCAT head office and facilities team to designate a disabled parking bay within easy reach of main entrance.	HT	July 2021
Entrances	Double doors to main entrance.	None	N/A	N/A
Ramps	All areas of school accessible – ramps in place.	None	N/A	N/A
Toilets	Disabled toilet with pull cord available in school in UKS2 area.	None	N/A	N/A
Reception area	Accessible to all via double doors	None	N/A	N/A

	with no step.			
Internal signage	No issues	None	N/A	N/A
Emergency escape routes	All accessible	None	N/A	N/A