



Accessibility plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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

2. Ethos and Values

The ethos of Educate Together is that all its schools and educational operations must be:

- Equality based
- Learner-centred
- Co-educational
- Democratically run

These four principles are legally binding and form the foundation for our Accessibility plan. For more details on how our ethos relates to SEND, Inclusion and Accessibility, [click here](#) to refer to our SEND and Inclusion policy.

2.1. Legislation and guidance

2.1 Legislation

This policy is based on:

- The statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 which can be found [here](#)
- The Department for Education (DfE) guidance for schools on the Equality Act 2010 which can be found [here](#)
- Schedule 10 of the Equality Act 2010 which can be found [here](#)

2.2 Definitions

Disabled: You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

2.3 Rights Respecting

In line with our ethos, we are proud to be a Rights Respecting school. This policy advocates the following rights from the UN convention of the rights of the child: Articles 2, 12, 13, 23, 27, 28, 29, 31

4. Action plan 2023 - 2026

| Objective 1: Increase the extent to which disabled pupils can participate in the curriculum | | |
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| Next steps (SMART) | By when? | Who will lead? |
| <ul style="list-style-type: none"> <u>Embed and consolidate the following:</u> <p>High Quality Teaching and an Inclusive learning environment</p> <ul style="list-style-type: none"> Ensure all staff have carried out a self-audit in relation to the ETAT High Quality Teaching overview (which includes our Core offer for each classroom) and identified one area to have further developed by the end of the year during their Professional Development Review. <i>(Evidence to be found in PDR paperwork)</i> After completing a SENCO led audit linked to the High Quality teaching document, identify one area of provision to consolidate collectively as a school each year. <i>(Evidence and specific areas which have been developed to be recorded in SENCO action plans and reviews)</i> <p>Graduated approach (asses, plan, do review) to SEND support</p> <ul style="list-style-type: none"> Audits on Graduated approach to SEND support and for section F to be carried out as a baseline Audit scores to have improved by at least 1 point for 3 key areas e.g. reviewing targets or identification of need <p>This process will fluctuate due to changes in staff but school will ensure clear expectations and specific goals for continuous improvement are always set.</p> <p>Liaison with external professionals</p> <ul style="list-style-type: none"> Continue to work closely with external professionals, parents/carers and the child to implement and review specific, therapeutic provision for any children with disabilities – all therapeutic programmes to be consistently running and set up within two weeks of school team receiving programme and training. | <p>Reviewed July 2023, 2024 and 2025 – see PDRS and SENCO action plans</p> <p>2024</p> <p>2025</p> <p>See audit summaries and SENCO action plans</p> <p>Reviewed each July (continuous target due to potential staff changes) See reports and intervention records</p> | <p>Line Managers</p> <p>SENCO</p> <p>Director of Inclusion</p> <p>SENCO</p> <p>SENCO</p> |

| Objective 2: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided | | |
|---|------------------|----------------|
| Next steps (SMART) | By when? | Who will lead? |
| <ul style="list-style-type: none"> To improve signage across the school to ensure pathways, routes and spaces are well signed as the school grows and the rooms alter from their original function To have nonvisual guides to assist people to use the building e.g braille Ensure future outdoor provision is accessible to all, especially when choosing the permanent structures- ongoing- all new equipment purchased so far will be accessible | July 2026 | Emma Lindsay |
| | July 2026 | |
| | Review each year | |

| Objective 3: Improve the availability of accessible information to disabled pupils | | |
|--|---|----------------|
| Next steps (SMART) | By when? | Who will lead? |
| <ul style="list-style-type: none"> All staff to ensure visually presented information is compliant with British Dyslexia Association guidelines | Further consolidation with the aim of being consistently embedded throughout the school by July 2025. | School SENCO |

5. Complaints

Please refer to the school's complaints policy.

Appendix one: Audit tool for physical access and accessibility of information

| Physical access audit | | | | | |
|-----------------------|---|-----|----|-----|---|
| Item | Issue | Yes | No | N/A | Action |
| 1 | Is furniture and equipment selected, adjusted and located appropriately? | | | ✓ | |
| 2 | Are pathways, routes and spaces logical and well signed? | ✓ | | | As rooms change location due to new build signage needs changing. Signs are small |
| 3 | Do you have emergency and evacuation procedures to alert all students? | ✓ | | | |
| 4 | Is appropriate furniture and equipment provided to meet the needs of individual students? | ✓ | | | |
| 5 | Do furniture layouts allow easy movement for students with disabilities? | ✓ | | | |
| 6 | Are quiet rooms/calming rooms available to children who need this facility? | ✓ | | | |
| 7 | Are car parking spaces reserved for disabled people near the main entrance? | ✓ | | | |
| 8 | Are there any barriers to easy movement around the site and to the main entrance? | | ✓ | | |
| 9 | Are steps needed for access to the main entrance? | | ✓ | | |
| 10 | Do all steps (internal and external) have contrasting colour edging? | ✓ | | | No external steps. Internal are black edge |
| 11 | If there are steps, is a ramp provided to access the main entrance? | | | ✓ | |
| 12 | Is there a continuous handrail on each ramp and stair flight and landing? | ✓ | | | But also a drop at the top of the stairs that could be climbed |
| 13 | Is it possible for a wheelchair user to get through the principal door unaided? | ✓ | | | |
| 14 | Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors? | ✓ | | | |
| 15 | Do all internal doors allow a wheelchair user to get through unaided? | | ✓ | | Wide enough but quite heavy so would need help to open |
| 16 | Do all the corridors have a clear, unobstructed width of 1.2m? | ✓ | | | |
| 17 | If no, is an alternative wheelchair accessible entrance provided? | | | ✓ | |
| 18 | Does each corridor/block/building have a wheelchair accessible toilet? | ✓ | | | |
| 19 | Does the relevant block have accessible Changing rooms? | ✓ | | | |
| 20 | Does the building have a lift that can be used by wheelchair user to allow access to different | ✓ | | | |

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| | levels? | | | | |
| 21 | Is there a continuous handrail on each internal stair flight? | ✓ | | | |
| 22 | Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type. | | ✓ | | |
| 23 | Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access? | ✓ | | | |
| 24 | Are non-visual guides used to assist people to use the buildings? | | ✓ | | |
| 25 | Could any of the décor be confusing or disorientating for students with disabilities? | | ✓ | | |
| 26 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | ✓ | | | |
| 27 | Any hearing impaired children and adults are accompanied and would be visually notified. | ✓ | | | |
| 28 | Is a hearing induction loop available (either fixed or portable) in the school? | ✓ | | | |
| 29 | Are there changing facilities for children who need intimate care support? | ✓ | | | |

Auditing pupil's access to the curriculum and the availability of accessible information.

Please refer to the SEND information report with links to our document on High Quality teaching and core offer expectations within each classroom. [Click here](#).

Staff members are asked to carry out a self-audit of the High Quality Teaching document (including the core offer) and set individual goals as part of their Professional Development reviews. School staff then work to support individual staff members in meeting these goals. In addition, our SENCO team carries out a whole school audit and selects one area from the High Quality Teaching document to work towards as a whole school each year. In this way, we ensure that we are continuously embedding our approach to equality-based and learner-centered education.

Appendix two: UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity.

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect