



## Accessibility Plan

Author	E Cruse	Source	The Key
Date	June 2021	Review	June 2024
Review Body	Local Governing Body	Status	Statutory

### Ratification

Role	Name	Date
Chair of Governors		
Chief Executive Officer	Kaye Palmer-Greene	

### Details of Policy Updates

Date	Details

## 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 physical environment of the school to enable disabled parents and carers to visit the school.
- Improve the availability of accessible information to disabled pupils
- Improve the availability of accessible information to disabled parents and carers.

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. It does not mean treating everybody the same.

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, in particular where this relates to the work of any local authority that has placed pupils in our schools.

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.

## 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 longterm 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.

This policy complies with our funding agreement and articles of association

### 3. Action plan

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

Aim	Requirements		
<p>To provide access to the school for:</p> <p>Pupils/staff with a disability</p> <p>Parents/carers with a disability</p>	<p>Level or ramped access into school</p> <p>Designated car parking</p> <p>Staff assistance available at entrance</p> <p>Access security system operable by a disabled person.</p>	<p>The front entrance to the school is accessible via a level access.</p> <p>Designated car parking spaces are available.</p> <p>The buzzer entry to the school gates cannot be accessed from a car. The reception side entrance is accessible only via steps.</p>	<p>No action required</p> <p>No action required</p> <p>Prior notification of arrival to ensure that gates are opened without the need to alight the vehicle.</p>

<p>To make reasonable adjustments to the appropriate teaching areas for pupils/staff with a disability</p>	<p>Able to provide physical independent access to teaching space. Pupils and staff with a disability are able to:</p> <ul style="list-style-type: none"> <li>• Participate in all activities</li> <li>• Use relevant equipment and materials</li> </ul>	<p>The downstairs classrooms and hall are accessible. All pupils are encouraged to participate in all activities and relevant equipment and materials are provided.</p>	<p>Due to NS82° being a listed building it is not possible to install a lift to the first and second floors. Year groups would be moved around to ensure a pupil with a disability is taught in a downstairs classroom. Staff meetings and morning briefings would be held on the ground floor as</p>
--	---	---	---

			<p>opposed to top floor as at present. Enable use of ground floor printing facilities.</p>
<p>To provide a suitable confidential place to meet with a pupil's parent or carer who has a disability.</p>	<p>Able to provide a meeting space:</p> <ul style="list-style-type: none"> <li>• that is able to accommodate people with walking aids or a wheelchair</li> <li>• has suitable seating</li> <li>• offers access to a nearby accessible toilet.</li> </ul>	<p>The CEO office would be a suitable meeting room, with appropriate seating and is just down the corridor from the accessible toilet.</p>	<p>No action required.</p>

<p>To provide accessible basic facilities for pupils and adults with a disability.</p>	<p>Appropriate toilet facilities. Medical and shower facilities Induction loops for adults or children with a hearing impaired Signage - is it clear with good contrast</p>	<p>The ground floor has an accessible toilet. Shower facilities are available on the first floor. A PA system is available during parent/carer events. Signage is clear.</p>	<p>At present there is no need for an induction loop, however this will be continually evaluated as new pupils start at school.</p>
<p>To enable pupils to independently use their play areas to enable play with friends and peers.</p>	<p>Are the exits to the play area accessible? Do outdoor play areas have suitable surfaces?</p>	<p>The front door provides an accessible exit to the play area and pupils would need to be escorted through the carpark to avoid steps to playground. The playground is a mixture of hard standing and grass. The hard standing would be accessible.</p>	<p>No action required</p>
<p>To enable pupils with a disability to sit with their friends at lunchtime and take part in school activities.</p>	<p>Is the dining hall and other areas in the school accessible?</p>	<p>The dining hall is fully accessible. The first and second floor are not, nor is the kitchen or intervention spaces.</p>	<p>Cooking can take place in the classrooms using the portable hobs. Any intervention can be provided in the library.</p>
<p>To provide newsletters and communications in an accessible format.</p>	<p>School information is provided in the preferred format for pupils and/or parents and carers, e.g. Braille, large print, etc</p>	<p>Tutor teams and teaching staff personalise information for students and class/tutor teams are aware of parents/carers who need information presented in different formats.</p>	<p>No action required</p>

To have emergency evacuation plan for people with a disability.	Personal and/or egress plans should be in place and practiced as part of fire drills	Information should be within a pupil's personal risk assessment	Ensure pupils with a disability are as far as is reasonably practicable in classes located on the ground floor
---	--	---	--

#### 4. 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 the Local Governing Body.

#### 5. Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) Statement for Publication
- Special Educational Needs (SEN) Policy
- 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	Four storey 16 <sup>th</sup> Century Manor House (including basement)	As far as is reasonably practicable ensure all pupils/parent/carers and staff with disabilities are able to access all facilities on the ground floor of the school/building	Head of School / Director of Finance and Operations / Site Lead	Completed
Corridor access	Wide enough for wheelchair access	Ensure corridors are kept clear of clutter and/or items which could cause a trip/fall hazard	All Staff	Ongoing
Lifts	None	N/A	N/A	
Parking bays	Availability of designated parking bays at front of building	Reserve 1 parking bay for disabled use only	Director of Finance and Operations / Site Lead	Completed

Entrances	Two school entrances, one of which is level to ground	Ensure entrances kept clear of obstruction	Director of Finance and Operations / Site Lead	
Ramps	None	N/A	N/A	
Toilets	One accessible toilet available on ground floor	None	Director of Finance and Operations / Site Lead	
Reception area	One	Ensure reception area is kept clutter free	All Staff	Ongoing
Internal signage	Clear	Check all necessary signage is in place	Director of Finance and Operations / Site Lead	Annually



Emergency escape routes	Clear and marked	Checks included in annual Fire Risk Assessment	Director of Finance and Operations / Site Lead	Annually
-------------------------	------------------	--	--	----------