



Accessibility Plan

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Person Responsible: Headteacher



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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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At Shenley Brook End School we believe that every child should have access to a broad, balanced, relevant, and differentiated curriculum. This should take account of the individual strengths and needs and should allow each child to fulfil their full potential.

The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its' students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We are committed to providing an environment that enables full curriculum access and values all students, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support, and awareness within the school.

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.

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 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.

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	STRATEGIES	TIMSCALE	SUCCESS MEASURES
To be aware of the access needs of students, staff, governors, and parents/carers	<ul style="list-style-type: none"> • Ensure staff and governors are aware of access issues • Create access plans for individual children with disabilities as part of the SEND plans • A differentiated curriculum for students is available • Use of appropriate resources tailored to the needs of students who require support to access the curriculum • Curriculum progress is tracked for all students, including those with a disability • Use a range of communication methods to ensure information for student is accessible, for example large print, braille, induction loops, pictorial, or symbolic representations • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students • Ensure a plan for evacuation is available for any student, staff or visitor who is physically impaired • Regular communication to parents for feedback or issues regarding accessibility 	As required and ongoing	<ul style="list-style-type: none"> • SEND objectives are in place and monitored • Staff are aware of students' needs • Staff and governors are confident needs are met • Data assessment and tracking of students performance • Students feel able to participate equally • Plans for evacuation are in place and amended to reflect change • Good communication with parents, students and staff to ensure stakeholder feel well informed
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • Ensure specialist rooms are accessible to all • Consider suitability of transport for school trips • PE curriculum is reviewed to include adjustments where appropriate • Ensure staff are aware of additional requirements • Identify staff training needs 	Ongoing	<ul style="list-style-type: none"> • All students are able to access all aspects of the curriculum and extra-curricular • All students have access to PE and are able to fulfil their potential • Students with disabilities feel able to participate equally in lunchtime and out of school activities • Raised confidence of staff in supporting the needs of students

AIM	STRATEGIES	TIMSCALE	SUCCESS MEASURES
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The environment is adapted and maintained to the needs of students as required. This includes: <ul style="list-style-type: none"> ○ Ramps ○ Lifts ○ Disabled parking bays in staff car park ○ Disabled toilets ○ Exterior lighting ○ Appropriate adjustments in response to individual risk assessments • Ensure staff are aware of the need to keep fire exits and stairwells clear • Ensure corridors are clear of obstructions 	<p>Annually and ongoing in response to any changes in personal situations</p>	<ul style="list-style-type: none"> • People feel safe in school and the school grounds • Monitoring with the annual health and safety audits • Regular checking and maintenance of equipment • Disabled parking spaces clearly labelled in staff car park • Safe exits from school • Fire drills and practice delivered without issues • People with disabilities can move smoothly around the school • Lift access is available to all who require

4. Monitoring arrangements

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

It will be approved by the local governing body and the headteacher.

5. Links with other policies

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

- Health and safety policy
- Equality and Diversity policy
- Special educational needs policy
- Supporting students with medical conditions policy
- Behaviour policy
- Safeguarding and child protection policy
- School improvement plan
- Staff handbook