



ACCESS PLAN

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INTRODUCTION

This plan is drawn up in accordance with the Public Sector Equality Duty (PSED) in the Equality Act (2010), as supported by the statutory guidance in Section 6.79 of the SEND code of practice (January 2015). This legislation places a duty on all schools to plan to increase over time the accessibility of the school for disabled students and their parents/carers and to implement their plan.

DEFINITION OF DISABILITY

Disability is defined as follows by the Equality Act (2010):

“A person has a disability 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 carry out normal day to day activities.”

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

PLANNING DUTY

The school recognises its duty under the Equality Act to:

- Not discriminate against disabled students in its admissions and exclusions, and provision of education and associated services.
- Not treat disabled students less favourably.
- Take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- Publish an Accessibility Plan.
- Commit itself to an inclusive curriculum and increasing access to the school's facilities for all by:

1. Increasing the extent to which disabled students can participate in the school's curriculum.

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities, or school visits.

2. Improving access to the physical environment of the school.

This covers improvements to the physical environment of the school and physical aids to access education.



3. Improving the delivery of written information to disabled students.

This includes planning to make the written information that is normally provided by the school to its students available to disabled students.

CURRICULUM

- A range of intervention programmes are available to support children with learning difficulties and disabilities, including Read/Write Inc, Paired Reading, and Catch-up literacy and numeracy.
- All students are encouraged to take part in a range of physical activities including disability sports.
- School visits and clubs are available to all students. In addition, vulnerable students are offered some bespoke clubs including Lego therapy, social group, and art club.
- There is a full and varied programme to support transition. Both internal and external services operate from within school to support students and enable inclusion and participation.
- Some students with learning difficulties have Teaching Assistant support through individual or group interventions and/or via in-class support.
- Students with learning difficulties and vulnerable students can have help with Extended Learning by attending the Library/Hub at break, before or after school – additional TA support is available to support Extended Learning at this time. This P6 provision supports a wide range of learners.
- Students may have special exam arrangements in line with Joint Curriculum Qualification guidance.
- Students with recording difficulties may use laptops or have scribing arrangements.
- Students who have difficulty accessing text will be provided with text in alternative or modified formats.
- The SENDCO works closely with outside agencies including Specialist teachers from the Hearing impaired, Visually Impaired, Physical Disability, Speech and Language and Autism services as well as colleagues from CAMHS, NHS and Educational Psychologists.
- Ongoing training provides staff with information regarding SEND.
- A small group of Key Stage 3 students are disapplied initially from Modern Foreign Languages in order to have additional support for their literacy needs. This provision is reviewed carefully in consultation with parents/carers.
- Students in KS4 may follow Entry Level qualifications in Maths and other subjects where available.
- Some vulnerable KS4 students may follow the AQA UNIT AWARD certification or alternatives to MFL GCSE, reducing GCSE workload and accrediting portfolio work.
- There is consultation with the pastoral teams and SENDCO regarding students who return to school after temporary disablement around their access, any risk assessment, first aid issues, adult peer support, or potential adjusted timetable.



PHYSICAL ENVIRONMENT

- Four disabled parking spaces are provided. Paths from these provide flat or ramp access to both sides of the site. Steps and edges are marked. All entrances to school are wheelchair accessible except the back door to the staffroom, the east exit from the green block, and one secondary access route to the Dining Hall.
- A sound field system is installed in the main hall to enable Hearing Impaired students to access school assemblies fully.
- There is a separate wet room / hygiene suite and changing room available for students who require this. This can be used to support any young people with intimate care needs.
- Access to the Sports hall is flat but one of the four changing rooms is not accessible.
- Some corridors are old and very congested.
- Colour contrasting décor is part of the ongoing maintenance programme, along with marking of steps and kerb edges.
- The emergency evacuation system is auditory only (not visual, other than in the main hall).
- Most external doors are fitted with one leaf wider than the other to improve wheelchair access.
- Four electronically operated doors provide access to the buildings at strategic areas.
- Lift access to all areas apart from the upper floors of two teaching blocks.
- A chair lift gives access to the upper floor of the library.
- Disabled toilets are provided in: P Block, including a full hygiene room, the library, front of the school, and the all-weather pitch.
- Disabled showers are available in the hygiene room and all-weather pitch changing room.
- Some classrooms are carpeted.
- Additional signage (Braille) will be included in any new development.
- There is a facility for students to receive help with changing if necessary, or to come to school in clothes, which enable them to access the full programme of the school.

WRITTEN INFORMATION

- The school is experienced in providing written information in enlarged or Braille format.
- The school aims to keep up to date with available technology and practices to support individual students with learning difficulties or disabilities, drawing on advice from specialist education services.

POLICIES

Compliance with the Equality Act (2010) is consistent with the school's aims and policies. The Access Plan will contribute to the review and revision of related school policies.

REVIEWING, MONITORING AND EVALUATING THE PLAN

- Adequate resources will be allocated to enable the implementation of the plan.
- The plan will be informed by feedback from parents, students, and people with disabilities.
- The plan will be kept under review and revised as necessary. The Governors will achieve this through the Student Performance Committee.



- The plan will be published on the school website along with comments about progress.
- The plan will be subject to monitoring by Ofsted during inspections.

This plan outlines our commitment to ensuring accessibility for all students, staff, and visitors, fostering an inclusive environment where everyone can thrive.

Improve Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all	Consider the needs of all pupils in the school when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position, etc.	With consideration for those children with general and specific learning difficulties	Ensure all staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs	As required in response to student need
Ensure risk assessments and Individual Health Care Plans are in place for pupils	Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific program as required through liaison with outside agencies	As required in response to student need	SENDCo
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops (where available) and support the use of prescribed devices. TA support as required	As required in response to student need	SENDCo	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Child faces the board, glasses worn. Modified print	As required in response to student need	SENDCo	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users	Support in P.E. Classroom environment, corridors and pathways unobstructed and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in school. TA support as required	Supervised access to lifts. Early exit from classes. Direct access to server at lunch time, Regular visits from physiotherapy / occupational therapy and/or other appropriate services.	As required	SENDCo



Improve Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of all pupils/children, staff, governors and parents/carers	Ensure all staff & governors and other volunteers/visitors to the school are aware of access issues	Gather data around access needs at the point of transition process from year 6 or, at the very least, when a child begins at the school	Create access plans for individuals as required	Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the school
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	Reception staff or Site team	All visitors feel welcome
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks	Site Manager	Everyone feels safe and can gain access safely into the school grounds
Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils	Ensure that the school passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced	Ensure staff are fully trained and aware of their duties	Daily
Ensure that the building remains fully accessible and compliant in line with the Equality Act (2010)	Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms, etc.	As works are undertaken	Site Manager	Overview: Operations Manager



Improve Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	Operations Manager	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, student-post. Ensure all parents/carers are aware that the school can provide communication in large text, via telephone/meetings to meet needs	Ongoing	Headteacher	All parents/carers become aware of alternatives available and how these can be accessed
Check that correspondence sent home is accessible in relation to reading ability language, disability.	Ensure information in all SEND Reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on reviews	Ongoing	SENDCo