



Accessibility Policy

We Care ● We Challenge ● We Commit

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Mission

To promote a culture of educational excellence, kindness and respect within our school and wider community. Where pupils and staff care about learning and each other, are committed to being their best and together confidently challenge barriers to learning. This is underpinned by our values; We Care, We Challenge, We Commit and our Fundamental British Values.

We Care – Being a responsible citizen in Fulwood and our wider community

- We are approachable, caring and inclusive
- We **respect** one another and show kindness to all
- We make the right choices even in difficult circumstances
- We speak politely and use our manners
- We are responsible for our own physical and mental well-being and support others
- We help other pupils, teachers and other adults where we can
- We show **tolerance** for other faiths and religions and speak up for causes such as anti-bullying, equality and the environment
- We take part in charity events and volunteering in our community

We Challenge – Working together for excellence

- We challenge ourselves to be the best we can be
- We take opportunities to help each other in our studies
- We understand the need for **democracy** and take part in school campaigns, debate and events
- We take time to find out about each other and our interests
- We own up to our mistakes and accept any consequences
- We show resilience when we find tasks hard
- We use our **individual liberty** wisely and recognise that the actions of individuals and small groups can create great change
- We rise to a challenge

We Commit - Aspiring to be our best

- We are organised, efficient and set high expectations for ourselves and others
- We work hard and take pride in our work
- We have excellent attendance and punctuality
- We have the highest standards and always wear the right uniform
- We work hard in lessons and complete homework
- We participate in extra-curricular activities
- We read every day
- We follow all school **rules and the Rules of Law**

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, staff, governors and visitors to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils, staff, governors and visitors Our school aims to treat all pupils fairly and with respect.

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.

Our School is active in promoting an inclusive positive environment by ensuring that every pupil is given equality opportunities to develop socially, to learn, and to enjoy school life. We actively promote community cohesion at school and are instrumental in removing any potential barriers and indirect discrimination that may prevent pupils accomplishing a full learning experience.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including a full understanding of disability issues. The school fully supports partnership and stakeholder engagement to develop and implement the plan, working cohesively with parents / carers and the wider community to promote equality opportunities for all.

Our School complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising such concerns.

The Accessibility Plan will be available on the school website and paper copies are available upon request.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. 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. Roles and Responsibilities

Staff members will act in accordance with the school’s Accessibility Policy and Accessibility Plan at all times. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent / carer or colleague.

The school will create an Accessibility Plan with the intention of improving the school’s accessibility.

Governors Board are responsible for monitoring the Accessibility Plan.

The Special Educational Needs Coordinator (SENCO) will ensure that staff members are aware of individual pupils’ disabilities or medical conditions where necessary.

As part of the induction of a new pupil, the SENCO will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The SENCO is responsible for consulting with relevant and reputable professional experts if challenging situations regarding pupils with disabilities are experienced.

The school works closely with the Local Authority, where appropriate, and relevant external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO works closely with teaching and support staff to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

All staff members have training on equality issues with reference to the Equality Act 2010.

Designated staff members are trained to effectively support pupils with medical conditions.

4. Monitoring and Review

This policy will be reviewed every 3 years by the Board of Governors or when new legislation / guidance concerning equality and disability is published or where there are changes to the physical layout of the building.

The school will review the policy considering specialist SEND / SENCO advice.

Equality Impact Assessments (EIA) will be undertaken as and when school policies are reviewed.

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
- SEND policy
- Supporting pupils with medical conditions policy
- Admissions Policy
- Safeguarding Policy

6. Action Plan

- **INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY**

CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES	ACTION TO BE TAKEN	SUCCESS CRITERIA
Tailored curriculum for all pupils	All out of school activities are fully inclusive	All out of school activities planned focusing on participation from all pupils	All out of school activities concluded in an inclusive manner to enable access for all pupils
Use resources tailored to the needs of pupils who require support to access the curriculum	Promote independence in classroom	Classroom layout promoting participation and independence of pupils. Intervention Sessions for Literacy & Math's Coloured overlays and reading rulers available and referral to Specific Literacy Difficulty Eye Clinic when required. Differentiation of resources and language in lessons. Access to IDL computer software for those students with Literacy Difficulties.	With layout designed to support learning Continual monitoring and review – ongoing
Performance is monitored and tracked for all pupils including those with a disability	All students have access to support to cater for internal and external examinations	Continual assessments of students for examination access arrangements	Pupils are fully supported to access internal and external examinations
Review of curriculum to ensure it meets the needs of all pupils	Curriculum Achievement Leaders (CALs) – Walkthrough's addressing any discrepancies observed and promoting best practice	Alternative curriculum pathways for students who aren't able to follow a typical curriculum.	Continual monitoring and review – ongoing
Individual Health Care Plans (IHCP) in place to differentiate needs and requirements of individual students	Assessment of pupils individual needs and requirements	Frequent review and implementation of requirements upon assessment	Continual monitoring and review – ongoing

Consideration of alternative communication methods	Curriculum is fully accessible for all pupils	Access to technology e.g. reading pens.	Continual monitoring and review to ensure meets the needs of pupils
Induction for all new staff	Staff have a sound knowledge of all policies, procedures and systems in place	Continual review of all policies, procedures and systems	Continual monitoring and review – ongoing

• **IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT**

CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES	ACTION TO BE TAKEN	SUCCESS CRITERIA
<p>The environment is adapted to the needs of the pupils as required, includes:</p> <ul style="list-style-type: none"> - Ramps - Lift (New Build) - Corridor Width - Disabled Parking Bays - Disabled Toilets and Changing Facilities - Evacuation Chair - Training for staff - Improved visibility of steps and potential trip hazards - Signs are clear and visible 	<p>Ensure that service of accessible life is maintained</p> <p>To maintain accessible toilets for the physically disabled across the school</p> <p>Continued / increased Physical accessibility of the school for wheelchair users</p> <p>Whole school secured site</p>	<p>Continual monitoring and servicing of lift to ensure in satisfactory working condition and compliant with regulatory requirements</p> <p>Accessibility audit of site annually.</p> <p>Address any concerns arising from new intake.</p> <p>Termly site walk to ensure secure site.</p>	<p>Lift is maintained in satisfactory working order and adheres to regulatory requirements</p> <p>Audit shows well maintained site</p> <p>Ensure staff training is refreshed each year in line with statutory amendments and updates.</p> <p>Site Walk report shows well secure site</p>

- **IMPROVE THE ACCESS TO INFORMATION FOR PUPILS WITH A DISABILITY**

CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES	ACTION TO BE TAKEN	SUCCESS CRITERIA
Use of a range of communication methods to ensure information is accessible for pupils. Including: - Internal signage - Large print resource	Ensure materials and resources are accessible for pupils with hearing or visual impairment Ensure resources and materials are accessible for dyslexic pupils	Seek support and guidance from hearing and visual support agencies. With the use of IT to further enhance accessibility or tailor to meet specific needs SEN information is readily available and accessible for staff. Resources are tailored to meet pupil needs such as guided reading strips, coloured overlay	Materials and resources are tailored to meet the needs of our pupils. Materials and resources are tailored to meet the needs of our pupils helping to increase outcomes for pupils.
Website – Improving access and sources of information	Review of Website to ensure key information accessible to all	Information presented in a clear format with easy access to relevant information pages, attachments and videos	Website is useable for all stakeholders of the school
Raise staff and pupil awareness of SEND	New staff inductions process and continual CPD Assemblies tailored for pupil awareness	Seek support and guidance from external agencies. Staff briefings Pupil assemblies	Information and support readily available for staff – increased school awareness