Academy for Character and Excellence

Accessibility Plan

Reference: TP/WP/RH/01

Policy date	June 2018	Statutory Policy - Yes
Strategic Board Approval	July 2018	
Reviewed and Updated	June 2018	
Next Review Date	June 2021	Review cycle every 3 years
Author	Head of Inclusion and Safeguarding	www.acexcellence.co.uk
MAT Schools	Redhills Primary Shaldon Primary Collaton St Mary Primary Galmpton Primary	

Who should use this policy?

This policy will apply to all staff employed by the Academy for Character and Excellence at Shaldon Primary School and parents of children attending Shaldon Primary school in relation to the accessibility of the environment and curriculum for children with disabilities.

This policy will be reviewed every three years unless significant legislative changes occur before the review date.

Contents

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 availability of accessible information to disabled pupils

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 guided by our school values and virtues. Our school adheres to schedule 10 of the Equality Act 2010. Our school is an inclusive 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.

The school supports any available partnerships to develop and implement the plan. Following guidance procedure from the local authority, and the Multi Academy Trust.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, governors, board of directors and CEO.

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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

ACE Multi Academy Trust includes:- Shaldon Primary School, Redhills Primary School, Collaton St Mary Primary School and Galmpton Primary School. 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	Current good practice _Include established practice and practice under development_	Objectives _State short, medium and long-term objectives_	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	_Our school offers a differentiated curriculum for all pupils._ _We use resources tailored to the needs of pupils who require support to access the curriculum._ _Curriculum resources include examples of people with disabilities._ _Curriculum progress is tracked for all pupils, including those with a disability._ _Targets are set effectively and are appropriate for pupils with additional needs._ _The curriculum is reviewed to ensure it meets the needs of all pupils._	To ensure the safety of all children with disabilities To promote independence for children with disabilities To identify a need and be able to make reasonable adjustments allowing the child to access the curriculum	Regular multi-agency meeting to identify any adjustments needed to ensure the safe access for disabled children Ensuring the appropriate resources are available to support all children with additional needs. Specific training to be provided for all staff working directly with pupils identified with a disability	SENDCO and Inclusion Lead SENDCO and Inclusion Lead SENDCO and Inclusion Lead	Ongoing for individual pupils Ongoing for individual pupils Ongoing for individual pupils	Pupils with a disability have an increased access to the curriculum Resources readily available for pupils with a disability Staff trained and able to effectively support pupils with a disability

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Ramps - Elevators - Corridor width - Disabled parking bays - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height	Regular maintenance checks of completed by staff. Multiagency meetings to ensure all equipment and grounds are discussed with improvements made as required	Training provided to ensure the safe use of all equipment by staff	SENDCO and Inclusion Lead	Ongoing	The environment is accessible and well maintained to ensure the safety of all pupils identified with a disability
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal signage - Large print resources - Induction loops - Pictorial or symbolic representations	To ensure children are provided with a range of communication methods tailored to meet their individual needs Children identified with a disability to continue to make the expected progress	Whole staff training and individual bespoke training available to support pupils with an identified disability Regular review and monitoring cycle to ensure effect working practice	SENDCO and Inclusion Lead	Ongoing	Monitoring to show a range of resources used effectively. Children continue to make the expected progress

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 governing body, board of directors and the CEO.

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

- Supporting pupils with medical conditions policy