



## **Accessibility Plan**

**Date of Policy: September 2024**

**Next Review Due: September 2027**

**Approved by: Clare Whalley, Katie Sweeney, Ella Colley**

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

At Your Ideas School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

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

Your Ideas School is committed to providing an environment that enables full curriculum access for all pupils. Your Ideas School values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

The Accessibility 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.

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, including staff, directors and governors, who have experience of supporting children with a range of needs and disabilities. We will review this plan, taking into account the needs of pupils and parental views on a regular, ongoing basis.

## **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.

## **3. Action plan**

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

## Your Ideas School Accessibility Plan - Physical Access

Target	Strategies	Timescale	What will success look like?
<p>To be aware of the access needs of disabled children, staff, directors and parents/ carers.</p>	<p>Ensure the staff and directors are aware of access issues ('access' meaning 'access to' and 'access from').</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process as and when required.</p> <p>Ensure staff and directors can access areas of school used for meetings.</p> <p>Annual reminder to parents and carers through a newsletter to let us know if they have problems with access to areas of school.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</p> <p>Communication in print around school to help children's understanding and visual recognition.</p>	<p>As required.</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff and directors are confident that their needs are met.</p> <p>Continuous monitoring to ensure any new needs arising are met.</p> <p>Parents can access the ground floor of the school for meetings and visits.</p> <p>PEEPs are prepared and reviewed as individual needs change.</p>
<p>Maintain safety for visually impaired people.</p>	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</p>	<p>Annually, and as new children join the school throughout the year.</p>	<p>People with visual impairments feel safe in school and in the outdoor spaces of the school.</p>

	<p>Check exterior lighting is working on a regular basis.</p> <p>Ensure all learning spaces are adequately lit.</p> <p>Check if any child has a visual impairment requiring flashing beacons that signal fire alarm activation.</p>		
<p>Ensure there are enough fire exits around school that are suitable for people with a disability.</p>	<p>Daily health and safety checks of the school and its surroundings.</p> <p>Ensure staff are aware of the need to keep fire exits clear.</p>	<p>Daily.</p>	<p>All staff, directors and pupils have safe exits from school.</p>
<p>Ensure all children and staff with physical disabilities can be safely evacuated from the building in the event of an emergency (ensure all staff are aware of their responsibilities).</p>	<p>Children / staff to have PEEP (Personal Emergency Evacuation Plan) if needed.</p>	<p>Annually reviewed, and as new children/staff join the school throughout the year.</p>	<p>All physically disabled persons can be safely evacuated, demonstrated by half-termly fire drills.</p>
<p>Accessible car parking.</p>	<p>Members of staff and visitors with a disability have a place to park in the staff car park which is near to the school entrance.</p>	<p>On-going.</p>	<p>There is a place for staff and visitors with physical disabilities to park throughout the school day.</p>

### Your Ideas School Accessibility Plan - Curriculum Access

Target	Strategies	Timescale	What will success look like?
<p>Access to learning/ in class provision.</p>	<p>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p> <p>Use resources tailored to the needs of pupils who require support to access the curriculum. e.g. ICT</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Set targets that are effective and appropriate for pupils with additional needs.</p> <p>Review the curriculum to ensure it meets the needs of all pupils.</p> <p>Use tools such as 'Communication in Print' to improve accessibility to information regardless of reading ability.</p> <p>Visual timetables.</p>	<p>On-going.</p>	<p>All pupils have equal access to a broad and balanced curriculum.</p>

<p>All school visits and trips are accessible to all pupils.</p>	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability.</p> <p>Ensure staff are fully briefed with regards to children with SEND.</p>	<p>On-going.</p>	<p>All pupils are able to access all school trips and take part in a range of activities.</p>
<p>Ensure PE is accessible to all pupils.</p>	<p>Review PE curriculum to include disability sports / make adaptations to make sessions accessible to all pupils.</p>	<p>Annually.</p>	<p>All pupils have access to PE and are able to excel, for example with support from an adult.</p>
<p>Ensure disabled children can take part equally in whole school events, lunchtime etc.</p>	<p>Ensure whole school events can be adapted to include all children.</p> <p>Ensure appropriate means of transport are arranged for children with mobility issues/ wheelchairs to get to spaces booked for external PE sessions, visits etc.</p>	<p>As required.</p>	<p>Disabled children feel able to participate equally in activities in and out of school.</p>

<p>Ensure all staff have specific training on SEND and disabilities.</p>	<p>Ensure the CPD programme includes relevant training. Identify ongoing training needs at regular meetings.</p>	<p>Ongoing.</p>	<p>Raised confidence of staff.</p>
<p>Effective communication with parents.</p>	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents meet and can contact SLT at any time. Parents meet regularly with SLT to access further support and advice.</p> <p>Ensure that the annual report to parents of children with SEND is accessible and informative for parents.</p>	<p>On-going.</p>	<p>Parent/school communication is strong.</p> <p>Parents confidently contact SLT for support and advice.</p>
<p>Listening to pupil voice and taking account of them when making decisions.</p>	<p>Children are given opportunities to share their concerns, their views and their ideas.</p> <p>Adaptations are made as needed.</p>	<p>On-going.</p>	<p>Children's voices are heard and acted upon. Children feel listened to.</p>



#### **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 board of governors.

#### **5. Links with other policies**

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

Risk assessment policy

Health and safety policy

SEND policy

Supporting pupils with medical conditions policy

