

# Sir James Smith's School



## Accessibility Plan 2023-2025

## **Accessibility Plan**

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments wherever practicable.

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum, and information,
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan

- In performing their duties Trustees have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability,
  - recognises the effect their disability has on their ability to carry out activities,
  - respects the parents' and child's right to confidentiality,
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for disabled pupils to the school curriculum**

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

- All teachers, support staff and volunteers maintain awareness of the Disability Equality Duty (DED) in relation to equality of access to the curriculum including trips and after school activities.
- As children's special needs are identified, appropriate measures are put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their disability.
- Staff monitor the ongoing achievement of all children. Interventions are implemented, documented and monitored as appropriate.

### **Improving access to the physical environment of the school**

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

- All staff maintain their awareness about ensuring the accessibility of the physical environment.
- Any new work on buildings and outdoor areas is fully in line with DED and be DDA compliant (Disability Discrimination Act 1999).
- Health and safety audit monitors accessibility and medical needs and plans are put into place to make good any deficiencies.

### **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

- All staff will ensure they have a visual timetable in their classrooms for all pupils including those with a disability to refer to.
- All handouts are to be made available in enlarged print / alternative font / coloured paper or with an overlay for students as determined by the SENDCo in line with the SEN Code of Practice.
- Parents/carers can request letters home in enlarged print or via email through the office.

### Financial Planning and control

The headteacher, SLT, CFO and NCLT Finance, Risk and Audit Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Review school site regularly and find ways to improve accessibility where reasonably practicable	Look to repair/improve pathways and replace steps with ramps if possible	Trust estates & facilities manager	Long term	5 years	
Ensure Reception is suitable for approach and use for people in seated positions.	Ensure doorbell outside main entrance works, so people can use from seated position to gain entry to school.	Premises	Long term	1 Month	
Ensure Visual signs are available in the foyer for people progressing to other parts of the school.	Create visual signs to direct people to various parts of the school.	Staff	Short	September 2023	

Are there Tactile signs and information for those with impaired vision.	When new signs are required, ensure they are tactile and include Braille	Staff	Long		
Copy of the Equality Act 2010	Copy in staff room for information	Admin	Short	Jan 2024	
Staff to read and acknowledge the Equality Policy on Every	Must read on Every	Admin	Short	Jan 2024	

### Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All signs and symbols in picture form for pupils with communication and learning difficulties	Update signage to include pictures and visuals for students with communication and learning difficulties.	All Staff	Long	SEP 2024	Review to update as need arises.

### Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
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Ensure there is accessible signage throughout the settings environment for all activities and Events	Staff to make sure all signs are in an inclusive font and size and placed in a visible position.	All staff	Long	ongoing	
Ensure all families and pupils/students with SEND are given explicit information about trips and activities well in advance so that preparations can be made.	Communication in good time.	All staff	Long	ongoing	

### Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure attainment gap between pupils/students with SEND and those without SEND is being reduced over time (whilst ensuring the high achievement of the most able)	Assess interventions and their value. Provide support for most able to extend their learning.	All Staff	Long	Review in July 24	<b>ongoing</b>
Is the progress made by our pupils at 'SEN support' and with an EHC plan as good as that made by pupils with SEN nationally?	Assess schools SEND pupil progress with SEN national figures	SENDCo	Long	Review termly	<b>Ongoing</b>

Are Cover staff, including supply teachers, clear about the additional needs of pupils and how to meet those needs?	Use a cover lesson form to describe those needs on occasions when cover can be anticipated. Seating plans for each class are to be maintained electronically and available internally to support staff in accessing records for each class; to include the additional needs of pupils and how they can meet those needs.	All teachers	Medium	Review termly	
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### Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Trustees, Governors and staff to maintain their awareness of the implications of the Disability Discriminations Act for the Disability and Equality Duty DED	Links to Definition of Disability under Equality Act 2010 (and related content) and Equality Act advice for schools, and DDA Act available on Every. <a href="https://www.gov.uk/definition-of-disability-under-equality-act-2010">https://www.gov.uk/definition-of-disability-under-equality-act-2010</a>  <a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a>  <a href="https://www.legislation.gov.uk/ukpga/1995/50/contents">https://www.legislation.gov.uk/ukpga/1995/50/contents</a>	Admin	Medium	July 2024	
Ensure new website is family friendly and presented in an inclusive way	Discussions with designers, staff, parents	All staff	Long	July 2024	

Assess to determine if we need to provide information in a range of languages.	Audit of families to ascertain main language. Possible questionnaire.	Admin	Long	ongoing	
Provide information in a variety of formats – easy to read: - large print - With visuals	Assess to determine need of families	Admin	Long	Ongoing	Update when necessary