

Accessibility Plan



Approved by: Governing board	Date: June 2022
Signed by:	Position:
Last reviewed: June 2022	Next review due: June 2025

Monitoring arrangements

This policy will be reviewed every three years, but may be reviewed earlier if deemed appropriate by the Headteacher and Governing board.

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

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

Inclusion School, as part of Inclusion Hampshire CIO, is committed to being inclusive as it sees its diverse population of both learners and staff as one of its greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all its activities.

Inclusion School is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics - Equality Act 2010 (www.legislation.gov.uk/ukpga/2010/15/section/4). The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership,
- pregnancy and maternity
- race
- religion and belief
- sex and sexual orientation

The school is committed to promoting and developing inclusion and equality of opportunity in all its functions and will seek to do this by:

- Communicating its commitment to equality and diversity to all members of its community
- Ensuring all staff and learners are aware of the aims of this policy.
- Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
- Demonstrating our zero tolerance attitude towards discrimination by taking all allegations seriously
- ensure a diverse and inclusive curriculum and resources

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.

If you have any concerns relating to accessibility in school, please refer to our complaints procedure which sets out the process for raising these concerns.

We have an open door policy on inviting our full range of stakeholders in the ongoing development of this accessibility plan, including learners, parents, staff and governors of the school.

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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Links with other policies

This accessibility plan is linked to our:

- Health and Safety Policy
- Special Educational Needs (SEN) information report

4. Action plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for learners with a disability</p>	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all learners ● Multiple learning pathways are available for learners towards achievement ● We use resources tailored to the needs of learners who require support to access the curriculum ● Curriculum progress in Maths, English and Science is tracked for all learners, including those with a disability ● Ambitions and Intentions are set with learners effectively and are appropriate for learners with additional needs 	<p>To maintain a relevant, accessible and enriching curriculum for the needs of learners</p> <p>To equip staff with the knowledge and skills to effectively enable all learners to access the curriculum</p>	<p>Rolling agenda items in SEND meetings between Headteacher and SENCo</p> <p>Staff assessment of knowledge in supporting areas of disabilities, before and after training</p>	<p>Headteacher/Assistant Head/SENCo</p> <p>Headteacher</p>	<p>Ongoing</p> <p>July 2024</p>	<p>Positive Learner feedback on curriculum accessibility and engagement</p> <p>Staff feedback indicates curriculum is meeting the needs of their learners</p> <p>Staff survey results reflect strong knowledge and understanding</p> <p>Learner review meeting discussions demonstrate knowledge of learners and needs</p>

	<ul style="list-style-type: none"> ● Annual curriculum review with all staff to review its effectiveness and accessibility for all learners ● Reading intervention programme (phonics) in place for learners ● All staff are made aware of learner needs before teaching begins and is regularly updated to reflect needs 	To ensure that the curriculum resources accurately reflect the diversity of our learners and young people	Sample curriculum resources across subjects to ensure these are relevant and diverse	Subject leads	July 2022	Positive learner feedback and surveys
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of learners as required. This includes:</p> <ul style="list-style-type: none"> ● A lift on site ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Learning spaces adaptable for a learners needs ● Inclusive and adaptable resources for outside therapeutic sessions i.e.raised beds for horticulture ● Purposeful quiet areas for those that require this ● Comfortable seating areas ● Different spaces for different purposes (e.g. classrooms and wellbeing rooms) 	<p>To continue to meet the needs of learners who are accepted through our admissions process</p>	<p>Ensure all needs can be met for the safe induction to the school.</p> <p>Ongoing evaluation that the learners' needs are being met.</p>	<p>SEND lead and the Headteacher will ensure any individual attending the site who has additional needs are fully supported.</p>	<p>Ongoing</p>	<p>Successful continued engagement for learners with additional needs who attend the school</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to parents/carers/learners with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Colour paper/overlays ● Pictorial or symbolic representations ● Visual timetables provided, including at the start of each day ● ICT resources accessible to support teaching and learning ● Teaching language avoids idioms and figurative language to avoid confusion and misunderstanding ● Teaching language is explicit, minimising use of implied meaning (unless this is being taught) ● Mobile-friendly formats for surveys (Google Forms) 	<p>To embed good accessibility practices (such as a range of resources, teaching methods) within teaching</p> <p>To improve Information accessibility on website, parent forms and in communication for learners and parent/carers</p>	<p>Accessibility to be embedded an item of focus in peer-to-peer development and observation</p> <p>Accessibility audit of website to be completed</p> <p>AHT/SENCo to liaise with administrators to ensure clarity and accessibility of language and multiple resources are available on request</p>	<p>Headteacher</p> <p>Headteacher AHT/SENCo Communications officer</p>	<p>July 2024</p> <p>Ongoing</p>	<p>Staff reflections and observations demonstrate an improved awareness of accessible delivery in teaching</p> <p>Information and communication is available on request in multiple ways for parents/carers</p>

