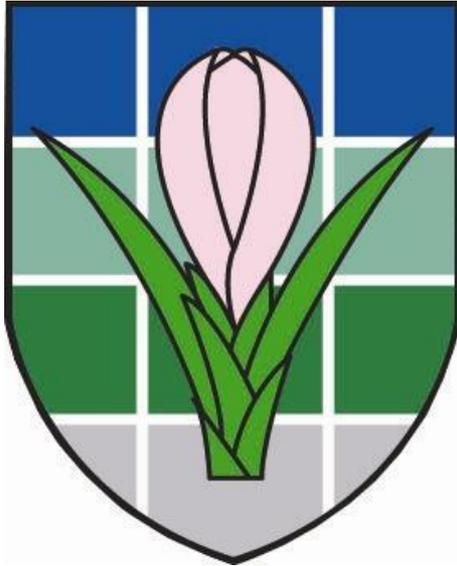


Accessibility plan



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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 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, this procedure sets out the process for raising these concerns.

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 disabled pupil faces in comparison with non-disabled pupils. 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability and ensure disabled parents have every opportunity to be involved</p>	<p><i>We have established excellent collaboration and communication between schools and families (see policy).</i></p> <p><i>We arrange RNID interpreters as required and plan to meet the needs of disabled parents.</i></p> <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to</i></p>	<p>Staff continue to improve their skills and awareness to support inclusion and access.</p> <p>All staff are aware of their responsibilities, how we can overcome potential barriers to inclusion.</p>	<p>Targeted training for teachers and the LSA team on differentiating the curriculum and meeting additional needs.</p> <p>All out-of- school activities are planned to ensure they can be accessed by pupils with a disability.</p> <p>Targeted training for SLT/LGB to ensure issues relating to access are understood.</p> <p>Diversity Champion to be appointed.</p> <p>Schools Games Organiser to extend inclusion programme for all local schools.</p>	<p>JS and PHH</p> <p>PL/JS/PHH/ACB</p> <p>CHD/PL</p> <p>JS</p> <p>PL/JC</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>September 2019</p> <p>September 2019</p>	<p>Positive pupil progress.</p> <p>Continued outstanding access to the both the curriculum and extra-curricular activities.</p> <p>Positive feedback from students and parents.</p>

	<p><i>ensure it meets the needs of all pupils.</i></p> <p><i>Alternative qualifications are offered at KS4 where GCSEs may not be appropriate.</i></p> <p><i>Bespoke options are offered to meet the needs of learners at KS4.</i></p> <p><i>Regular professional meetings with experts are held to support staff in making adaptations to content and access.</i></p> <p><i>Technology is being utilised to support assessment and access to curriculum.</i></p> <p><i>We have very close collaboration with external agencies.</i></p>		<p>Add the following to all communications: “Parents/Carers with physical difficulties or sensory impairments should contact the school in advance to help plan their visit”.</p> <p>Involve the LGB/Link governor in our audit process (see new policy).</p>	<p>JS/Office team</p> <p>PL</p>	<p>On-going</p>	
<p>Improve and maintain access to the physical environment</p>	<p><i>Essex Specialist Teachers for PNI, HI and VI, visit termly to review access.</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Lifts</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> <p><i>Following the last audit, the following improvements have</i></p>	<p>The school undertakes regular audits of the site and identifies and acts priorities for improvement.</p>	<p>PMc to commission audits and determine priorities for action.</p>	<p>PL/PMc/NL/PHH</p>	<p>On-going</p>	<p>Accessibility issues continue to be addressed and site accessibility continues to improve.</p>

	<p><i>been made:</i></p> <ul style="list-style-type: none"> • <i>Disabled toilets and changing facilities.</i> • <i>Dropped kerbs at access points.</i> • <i>Induction Loops in Saffron Hall/Reception.</i> • <i>Lowered reception desk.</i> • <i>Light switches, power outlets, emergency alarms at wheelchair height in all new build.</i> 					
Ensure all statutory obligations are met	<i>All policies have been reviewed to ensure they reflect inclusive practice and procedure.</i>	All new policies should be checked to ensure they reflect best practice and comply with the Equality Act.	All policies to be checked as they are ratified and adopted.	SLT/Headteacher/LGB	On-going	All policies continue to clearly reflect inclusive practice and procedure.

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 Local Governing Body.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Progress to date
Increase access to the curriculum for pupils with a disability and ensure disabled parents have every opportunity to be involved	<p><i>We have established excellent collaboration and communication between schools and families (see policy).</i></p> <p><i>We arrange RNID interpreters as required and plan to meet the needs of disabled parents. Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Staff continue to improve their skills and awareness to support inclusion and access.</p> <p>All staff are aware of their responsibilities, how we can overcome potential barriers to inclusion.</p>	<p>Targeted training for teachers and the LSA team on differentiating the curriculum and meeting additional needs.</p> <p>All out-of-school activities are planned to ensure they can be accessed by pupils with a disability.</p> <p>Targeted training for SLT/LGB to ensure issues relating to access are understood.</p> <p>Diversity Champion to be appointed.</p> <p>Schools Games Organiser to extend inclusion programme for all local schools.</p> <p>Add following to all communications: "Parents/Carers with physical difficulties or sensory impairments should contact the school in advance to</p>	<p>JS & PHH</p> <p>PL/JS/PHH/ACB</p> <p>CHD/PL</p> <p>JS</p> <p>PL/JC</p> <p>JS/Office team</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>September 2019</p> <p>September 2019</p>	<p>Positive pupil progress.</p> <p>Continued outstanding access to both the curriculum and extra-curricular activities.</p> <p>Positive feedback from students and parents.</p>	<p>Training has been on-going including a number of inputs this year. We undertook a SEND review in the Autumn term 2020 to check the impact of training and changes to approaches to planning. This has helped us to set next steps for training.</p> <p>All arranged trips that include SEND pupils are done in consultation with the Learning Support department. TA support is provided where appropriate.</p> <p>The training provided by Phil Heath in 2019 covered this in terms of responsibilities and knowledge of compliance. Updates on approaches to SEND provision and CEIAG etc. have also been provided to governors.</p> <p>Two champions appointed in 2019.</p> <p>In 2020, selected students were supported to enter the new age kurling level 3 competition and the level 3 boccia competition level 3</p>

	<p><i>Alternative qualifications are offered at KS4 where GCSEs may not be appropriate.</i></p> <p><i>Bespoke options are offered meet the needs of learners at KS4.</i></p> <p><i>Regular professional meetings with experts are held to support staff in making adaptations to content and access.</i></p> <p><i>Technology is being utilized to support assessment and access to curriculum.</i></p> <p><i>We have very close collaboration with external agencies.</i></p>		<p>help plan their visit".</p> <p>Involve LGB/Link governor in our audit process (see new policy).</p>	PL	On-going		<p>both in Basildon. 19 students accessed Projectability training days including a leadership course in Harlow. These students worked all day with other students from Essex on leadership. They were then given the opportunity to lead an Uttlesford inclusion festival in Dunmow and to lead workshops for KS1 students in Stansted and Dunmow. This academic year we have a secondary school inclusion lunchtime club in the sports hall on 2 lunchtimes a week, using a grant from Active Essex to buy the equipment.</p> <p>The audit is taking place at half term and will be fed back to the LGB.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>Essex Specialist teachers for PNI, HI and VI, visit termly to review access.</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays <p>Following the last audit, the following improvements have been made:</p> <ul style="list-style-type: none"> • Disabled toilets and 	<p>The school undertakes regular audits of the site and identifies and acts priorities for improvement.</p>	<p>PMc to commission audits and determine priorities for action.</p>	PL/PMc/NL/PHH	On-going	<p>Accessibility issues continue to be addressed and site accessibility continues to improve</p>	<p>The physical and neurological impairment team have provided training to the PE department regarding issues of access to facilities and reasonable adjustments. This was conducted in Jan 2021.</p> <p>We have termly meetings with Hearing Impairment and Visual Impairment teams to review provision for students.</p> <p>We specifically ran training in HI for a new student who joined our 6th form in Sept. 2020 for their teachers to be aware of potential issues in</p>

	<ul style="list-style-type: none"> changing facilities • Dropped kerbs at access points • Induction Loops in Saffron Hall/Reception • Lowered reception desk • Light switches, power outlets, emergency alarms at wheelchair height in all new build 						the classroom.
Ensure all statutory obligations are met	<i>All policies have been reviewed to ensure they reflect inclusive practice and procedure</i>	All new policies should be checked to ensure they reflect best practice and comply with the Equality Act	All policies to be checked as they are ratified and adopted	SLT/Headteacher/LGB	On-going	All policies continue to clearly reflect inclusive practice and procedure	On-going