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 where-ever practicable.

Accessibility Plan 2021-2022

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 he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her 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 and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's 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 governors 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 his/her 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

- The school curriculum is designed in an inclusive manner where-by all pupils can access the learning at their own level.
- All school excursions are planned with individual needs in mind and support is put in place to ensure all pupil are able to access
- Where challenges are identified, support from relevant agencies would be sought in order to adapt the curriculum or premises as required.

Improving access to the physical environment of the school

- Support from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils, where possible.
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Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advice as to the most appropriate methods to support our pupils, on a case by case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we become aware that parents may not be accessing the information readily, verbal communication is used effectively.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan Template

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
None identified at this time.					

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**

Section 2.8. Are all classrooms adapted to ensure access for all areas	Ensure that all classrooms are kept clutter free and half termly clearances happen to reduce items collected over the term.	All staff	Long term	Ongoing	

Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure parents are able to access teachers and other staff members when they need to speak to someone	Ensure all parents and staff are clear on the system: Parents phone the school to book an appropriate time when the staff member can phone them Emails between staff and home are shared via the secretary email account	All staff	Medium	Ongoing	

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
4.2 Regular and updated staff training.	Continue to arrange training courses and INSET CPD based on the training audit.	LS	Long term	Ongoing	

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure that all reports from external agencies are shared with relevant staff and families	Aspire leads, Head of School and SENDCo to ensure reports are disseminated appropriately	Aspire leads, Head of School and SENDCo	Long term	Ongoing	