



ALEC REED ACADEMY
PROUD TO LEARN

Accessibility Plan

All Through

Policy Owner:	Head of Primary	Approved By:	Governing Body
Target Audience:	School Community/Public	Requirement to Publish on Website:	Yes
Purpose:	To inform as to how we are meeting our statutory duty	Statutory Policy:	Yes
Review Date:	December 2023	Approval Date:	December 2020

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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 and that all pupils:

- have access to inclusive learning,
- be given opportunities to realise their aspirations,
- achieve their potential and
- participate fully in education and the wider society.

Alec Reed Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 pupils, 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 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.

This policy complies with our funding agreement and articles of association.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIME FRAME	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities / additional needs • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	All staff to be trained through an on-going cycle of improvement	AP T&L to include accessibility awareness in the PD schedule	AP T&L	Ongoing	All pupils access the curriculum
		Resources to be monitored to ensure they support increased access to the curriculum	Liaison with John Chilton Special School for them to support with an audit to ensure full accessibility	AFR	By Easter 2021	
		All in-class and out of class activities are to be fully accessible	Risk assessments to be carried out to ensure accessibility	KBA/AWI	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIME FRAME	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Access to specialist rooms • Ramps • Elevators • Corridor width • Disabled parking bays • Accessibility toilets and changing facilities • Library shelves at wheelchair-accessible height • Upgraded CCTV 	ARA to take account of the needs of all students, staff and visitors when planning and undertaking any future improvements of the school premises.	<p>To take account of:</p> <ul style="list-style-type: none"> • Improved access • Lighting • Acoustic treatment • Colour schemes • More accessible facilities and fittings 	Leadership Team	Ongoing	All pupils have access to the physical environment
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Google translate for lessons/school information • Translators for parent/carer involvement • Translator for student assessments 	To improve the accessibility to all communication for students, staff, parents and visitors	<ul style="list-style-type: none"> • Awareness courses for staff 	Leadership Team	Ongoing	All pupils are able to access key information.

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 governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum Policies
- Equal Opportunities Policy