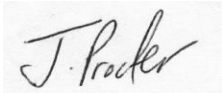




Accessibility Policy & Plan

Review cycle	1 / 2 / 3 years	Date: September 26
Approved by	Full Governing Body / Executive Headteacher	
Changes made in this review cycle	Action plan updates	
Linked policies	Safeguarding Policy; Supporting Pupils with Medical Conditions Policy, SEN report, Health and safety policy, Equality information and objectives,	
Signed		Date: September 26
Position	Executive Headteacher	
Date of next Review	September 2027	

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	10

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.

The plan will be made available online on the school website, and paper copies are available upon request.

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, the complaints 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 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.

4. Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of EHC plan process	For each annual review	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. Improve access to the reception area	a) Ensure area continues to be clear so it is wheelchair accessible b) Put up clear signs in the reception with symbols, welcome sign in different languages and formats, including Communicate in Print.	Ongoing From December 2023	Caretaker/Headteacher School Office/Headteacher	Disabled parents/carers visitors feel more welcome.

	3. Improve signage and external access for visually impaired people	a) Repaint yellow stripes on edge of all external steps as necessary. b) Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones	From January 2024	Caretaker Caretaker SENCO	Visually impaired people feel safe in the grounds. Access around the site easier for all.
	4. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for appropriate children b) Develop a system to ensure all staff are aware of their responsibilities	For September annually	SENCO Headteacher/governing body	All disabled children and staff working with them are safe and confident in event of fire.
Medium term	Improve acoustics in the hall	a) Seek advice from the Sensory Needs Service	By June 2024	SENCO	Hearing impaired children and adults better able to access activities in Hall.
Long term	1. Ensure all fire escape routes are suitable for all	a) Request advice from Capital strategy Team or county Health and Safety Adviser on accessibility of exit routes and fire doors	By October 2024	HT	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.

5. Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
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	1. Ensure TAs have access to specific training on disability issues	TA training provided	Ongoing	SENCO/HT	Raised confidence of TAs as above.	
	2. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	As required	SENCO/HT	All staff aware of individual pupils' access needs.	
	Targets	Strategies	Timescale	Responsibilities	Success criteria	
Medium Term	1 Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	By July 2025	PE Subject leader	All children able to access PE and disabled children more able to excel in sports.	

	2. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Develop PSHE and Citizenship curriculum to address disability equality issues c) Teachers to adapt learning to the individual needs of children with disabilities in the class so they have equitable access to the curriculum	By October 2024	Headteacher/Subject leaders PSHE subject leader PSHE subject leader	Gradual introduction of disability issues into all curriculum areas.
Long term	1. Ensure disabled children participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children	By July 2024	SENCO/HT	Disabled children confident and able to participate equally in out of school activities.
	2. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools.	By Jan 2025	SENCO/HT	All staff work from a disability equality perspective.

6. Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English	Annually ongoing As required	Headteacher	All parents getting information in format that they can access e.g. tape, large print, Braille.
	2. Inclusive discussion of access to information in all SEND reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies to meet needs	Ongoing from September 2023	SENCO	Staff more aware of pupil's preferred methods of communication.
Medium Term					
	1. Continue to review all signs in school to include Communicate in print symbols	a) Gradually replace written signs including symbols b) Put symbols onto displays to enhance text	September 2024 onwards	SENCO/TAs	Everyone can understand signage and find way around school.

	2. To update the school SEND Information Report annually	a) Ensure SEND updates from the iSEND team are reflected in our annual report.	Annually	SENCO/HT	Ensure parents of SEND children understand what we are able to offer at our school and the support their children can expect to receive.
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7. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher/Head of School.

It will be approved by the governing board.