

# DISABILITY & ACCESSIBILITY PLAN

Policy adopted by the governing body: Autumn 2021

- Updated Autumn 2023 to include link to 2014 Special Educational Needs and disability

Date for review: Autumn 2024

Member of staff responsible: Head

**Period covered by plan: 2021-2024**

## Introduction

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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 core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for all pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of disabled pupils is a vital part of personalising learning for all.

We at Studley St Mary's C.E. Academy are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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

We strive to inspire our children to flourish, so our staff, pupils and families can 'live life in all its fullness'. (John 10:10)

# Studley St. Mary's C. of E. Academy

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.

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.

This policy additionally refers to and meets the needs as outlined in the DfE "Special Educational needs and disability" August 2014 regulations: [Advice template \(publishing.service.gov.uk\)](#)

### 3. Action Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	ongoing		All teaching staff	Head/SLT

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• Ramps - Slope in corridor of lower school to have hi-vis paint on edges</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Ongoing to suit any new requirements</p>	<p>Premises/Buildings budget</p>	<p>Bursar/Site manager</p>	<p>Head</p>
<p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Increase awareness of inclusion in activities and identify any barriers.</li> <li>▪ Ensure school activities and trips are accessible to all students.</li> <li>▪ Individual risk assessments are to be completed for children as appropriate</li> </ul>	<p>Ongoing</p> <p>PGL location carefully selected</p> <p>Ongoing</p>	<p>PPA time</p>	<p>Governors</p> <p>Teachers/head</p> <p>Teacher in charge of trip</p>	<p>Leadership Team</p> <p>Governors</p> <p>EVC/Head</p>
<p><b>Impact Analysis</b></p>	<p>To revise all other policies and routines including</p> <ul style="list-style-type: none"> <li>▪ Behaviour Code</li> </ul>	<p>Ongoing</p>	<p>Leadership Team time.</p>	<p>Leadership Team</p>	<p>Governors</p>

<p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ School Rules</li> <li>▪ Anti-Bullying Policy</li> <li>▪ Homework.</li> <li>▪ Involve School Council in the process.</li> <li>▪ Consult pupils and staff on any proposed changes.</li> <li>▪ Introduce counselling/monitoring for children where needed</li> </ul>				
<p><b>Premises</b> Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>▪ constantly improve the site to meet the diverse needs of students and community users.</li> </ul>	<p>Ongoing</p>	<p>H &amp; S budget</p>	<p>Head/Bursar</p>	<p>H&amp;S Governor  SLT</p>
<p><b>Attitudes</b> To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>▪ Review Assembly Programme: widen focus of theme</li> <li>▪ Involve local disability groups in assemblies and visits to school</li> <li>▪</li> </ul>	<p>Ongoing - Jigsaw  Various assemblies, e.g. deaf awareness, anti-bullying week, Autism awareness,</p>			<p>Leadership Team and Governors</p>

<p><b>Newsletters and Information</b></p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>▪ Large print and audio formats etc. as required.</li> <li>▪ Monitor uptake of documents in alternative formats</li> <li>▪ Review accessibility of newsletter and letters for parents.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>Admin. officer</p>	<p>Head</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Make sure classrooms have acoustic ceilings for children with hearing difficulties</p>	<p>Ongoing</p>	<p>Buildings budget</p>	<p>Bursar</p>	<p>Head</p>

## 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.

## 5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions.