

Endsleigh Holy Child



**ENDSLEIGH
HOLY CHILD**
VC ACADEMY

Accessibility plan

Approved by:	December 2021	Date: 31 st October 2021
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Next review due by:	September 2022	

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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

At Endsleigh Holy Child we are committed to giving all of our pupils every opportunity to achieve their full potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils' matter. Endsleigh Holy Child's core values of Excellence, Harmony and Compassion celebrate the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

We are committed to ensuring equality of education and opportunity for pupils and staff who have a disability and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils and students with a disability is monitored and we use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Endsleigh Holy Child, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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.

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.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Time frame	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>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. 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.</i></p>	<p>For the school to be aware of the access needs of disabled pupils, staff, directors, parents/carers and visitors.</p>	<p>CREATE ACCESS PLANS FOR INDIVIDUAL DISABLED PUPILS WHEN REQUIRED.</p> <p>ENSURE EXTERNAL AGENCIES SUCH AS IPASS INVOLVED IN RISK ASSESSMENT OF ACTIVITIES SUCH AS SWIMMING.</p> <p>BE AWARE OF STAFF, GOVERNORS AND PARENTS ACCESS NEEDS AS APPROPRIATE.</p> <p>CONSIDER ACCESS NEEDS DURING RECRUITMENT PROCESS.</p>	<p>Ongoing</p>	<p>IEPS in place for disabled pupils and all staff are aware of pupils needs.</p> <p>All staff and directors feel confident their needs are met.</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i> <i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Staff trained for individual pupil's medical requirements in EYFS. 	<p>Layout of school to allow access for all pupils to all areas.</p>	<p>ENSURE CORRIDORS ARE KEPT CLEAR AT ALL TIMES ENSURE SIGNAGE AND EXIT ROUTES ARE CLEARLY MARKED.</p>	<p>Ongoing</p>	<p>Access for all. As individual pupil progresses from EYFS, train two more members of staff.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Improved access of information to parents/carers</p>	<p>IMPROVE ORGANISATION OF INFORMATION ON THE SCHOOL WEBSITE</p> <p>DEVELOP THE USE OF TWITTER AND SOCIAL MEDIA.</p> <p>FURTHER DEVELOP THE USE OF TEXTS</p> <p>DEVELOP THE USE OF EMAIL TO DISTRIBUTE NEWSLETTERS.</p>	<p>2022-2023</p>	<p>All parents and carers can access information quickly and easily in a variety of ways</p> <p>Improved delivery of information</p>

<p>To develop a parent's group to support families of children with SEND</p>	<p><i>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. 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. Specific courses are identified for parents to access if required.</i></p>		<p>SEN, PASTORAL AND COMMUNITY TO WORK TOGETHER TO ENCOURAGE PARENTS TO SUPPORT EACH OTHER AND THE SCHOOL.</p>	<p>2022 SUMMER TERM</p>	<p>The school will have a supportive group of parents who will share information and provide support.</p> <p>Improve information sharing support and relationships.</p>
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4. Monitoring arrangements

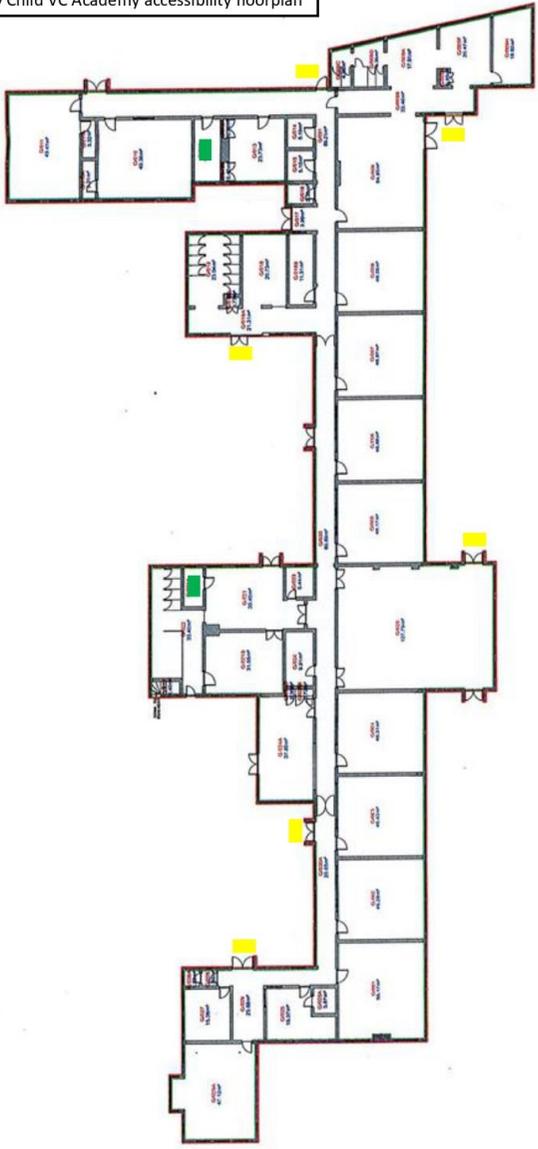
This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Board of Directors.

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 policies

Endsleigh Holy Child VC Academy accessibility floorplan



- Disabled access toilet
- Ramp access