



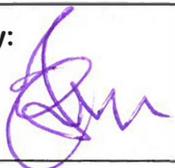
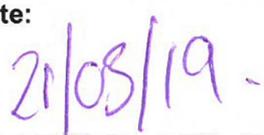
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## Keyham Lodge and Millgate School Federation Accessibility Policy

	Version	Created by	Date
	v1.0		March 2017
Current	v1.0		March 2019

Approved by: 	Date: 
Last reviewed on: 21 <sup>st</sup> March 2019	Next review by: March 2021

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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.

We are committed to inclusion, meeting individual needs and the provision of high quality education for all pupils.

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 the SENCo, Business Manager and SLT.

## 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 can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Accessibility

#### **Increase access to the curriculum for pupils with a disability**

*Our school offers a highly differentiated and personalized curriculum for all pupils.*

*We use resources tailored to the needs of pupils who require support to access the curriculum.*

*Curriculum progress is tracked alongside progress towards outcomes as stated on the child's EHCP so as to track progress in a more holistic manner.*

*Targets are personalized and set effectively and are appropriate for pupils with additional needs.*

*The curriculum is reviewed to ensure it meets the needs of all pupils.*

*Students' needs are accommodated in a range of different ways including small group teaching, 1:1 teaching and within the Bungalow provision for students who struggle to manage small group teaching.*

*High staff to student ration to ensure that a high level of support is given to help students access the curriculum.*

*Opportunities for additional literacy and numeracy intervention for those who are struggling to access work in the main groups.*

*A range of levels of qualifications are offered ranging from entry level to GCSE.*

*Students are supported in the examination process by being awarded access arrangements which are applied for by the SENCo.*

*The school works with other agencies to support students with specific needs in school e.g Learning Communication and Interaction Team supports students with ASD.*

*Students with dyslexia have access to coloured overlays/exercise books as appropriate.*

*Students have access to other external training providers where appropriate to help meet their learning needs. Eg vocational training providers and therapeutic farm based education provision.*

*Rise and fall hob counter in food technology.*

#### **Improve and maintain access to the physical environment**

*Explain your school's approach here. Example:*

*The environment is adapted to the needs of pupils as required.*

*This includes:*

- *Ramps*
- *Elevators*
- *Corridor width*
- *Disabled parking bays*
- *Disabled toilets and changing facilities*
- *Accessible facilities in specialist subject areas*
- *Disabled refuge for fire/drills*
- *Push button control in AT building*

#### **Improve the delivery of information to pupils with a disability**

*Our school uses a range of communication methods to ensure information is accessible. This is tailored to the needs of all students according to their EHCPs. This includes:*

- *Internal signage*
- *Large print resources*

- *Visual timetables*
- *Different coloured paper available for students with visual difficulties.*

## **4. Monitoring arrangements**

This document will be reviewed every 2 years by the SENCo, 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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	AT – 2	None - Lifts available		
Lifts	Lift in the AT buildings	None - Key operated, handed out, signed out for users. Review use annually	PO - Lee	Summer 2019
Parking bays	5	None.		
Entrances	Main entrance is accessible via a ramp	None		
Ramps	Yes, ramp access to	None; rock salt during winter and adverse weather conditions	PO	Next policy review
Toilets	Disabled toilets on site	None		
Reception area	Fully accessible with support from staff at reception	None		

Internal signage	Clear standard signage	None		
Emergency escape routes	Yes – disabled refuge in the AT building	Review use at next policy review, serviced annually.	PO	March 2020