

**Accessibility Plan**

**The Valiant School**

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| **Approved by:** | The Management Committee |  |
| **Last reviewed on:** | 12th September 2023 |
| **Next review due by:** | 12th September 2024 |

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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 an inclusive school and we firmly believe in equal opportunities. We strive to reinforce this through the staff we employ, our practices with young people and our professional behaviours.

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. We work closely with the Local Authority and a wide range of partners to ensure that we meet our pupils’ diverse needs effectively.

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 staff, pupils, parents and the Management Committee.

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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| **Aim** | **Current good practice***Include established practice and practice under development* | **Further actions to be taken** | **Person responsible** | **Date to complete actions by** | **Success criteria** |
| Increase access to the curriculum for pupils with a disability | Our school offers an suitable curriculum for all pupils based on their needs and strengths.We use resources tailored to the needs of pupils who require support to access the curriculum.Curriculum resources include examples of people with disabilities where available.Curriculum progress is tracked for all pupils, including those with SENDTargets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. | Continue to support staff to adapt the curriculum appropriately, through CPD and one to one support for staff. Continue to build on this range of resourcesContinue to build on this range of resourcesProvide analysis for discussion by Management CommitteeCarry out relevant assessments and analysisDiscuss with Management Committee | HeadteacherHeadteacherProprietorsAssessment leadAssessment leadManagement committee | OngoingOngoingOngoingFrom openingOngoingOngoing | All staff report that they feel confident in addressing the needs of the current cohort of pupils.Staff have a good awareness of the range of factors that might affect a student accessing the curriculum and what can be done about this.Pupils will have access to a wide range of resources which meet their diverse needs.Pupils will have access to a wide range of resources which reflect diversity.All pupils have their progress tracked and regular analysis will take place to identify any barriers to learningAll pupils will have evidence based end of year/end of KS2 target in place by the end of their first half term in the school.Curriculum provision is regularly discussed and reviewed by Management Committee |
| Improve and maintain access to the physical environment | Where possible, the environment is adapted to the needs of pupils as required.There are slopes in place within the building. PEEPs will be completed for pupils with mobility issues to ensure that they can exit the building in case of an emergency. | Explore the cost of adding relevant aids to further improve accessibility of areas of the premises | Proprietors | Ongoing | More areas of the building accessible to those pupils with physical challenges. |
| Enhance access to toilet area for disabled pupils | There is a handrail in place to support pupils that need this currently but the toilet would not be accessible for all wheelchair users | Explore the options of having a fully accessible toilet | Proprietor | As soon as funding permits | Wheelchair users will be able to access toilets more easily. |
| Improve the delivery of information to pupils with a disability | Our school will use a range of communication methods to ensure information is accessible. This includes:* Internal signage
* Pictorial or symbolic representations

If needed, additional resources will be provided to meet the needs of individual student – for example braille of induction loops. | Ensure that the range of communication methods meets the needs of the current cohort of pupils – review at each pre –admission meeting | Headteacher | Ongoing | All pupils on roll have their communication needs met by the school. |
| Ensure that staff are aware and responsive to the needs of pupils with a disability | Staff understand their duties under the Equality Act 2010 and are encouraged to consider the needs of individuals at all times. | Additional training will be offered and accessed as relevant.  | Headteacher | Ongoing | All staff will be response to the needs of individuals. |

# 4. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by the Management Committee.

# 5. Links with other policies

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

* Risk assessment policy
* Health and safety policy
* SEND policy

# Appendix 1: Accessibility audit

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| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of storeys | The school is all on one floor | N/A | N/A | As needed |
| Corridor access | Corridors reasonably wide – hard to adjust these due to nature of building | N/A | N/A | N/A |
| Lifts | None | N/A | N/A | N/A |
| Parking bays | None | N/A | N/A | N/A |
| Entrances | Two main entrance – up several steps | When funding permits, consider adaptations that could be made to allow this to be more accessible | Proprietors | ASAP |
| Ramps | No ramps currently – is there a ramp within the school building?? | When funding permits, consider adaptations that could be made to allow this to be more accessible | Proprietors | ASAP |
| Toilets | Separate toilets lockable from the inside – accessibility good.  | These are fit for purpose – eventually additional toilets may be added. | N/A | N/A |
| Reception area | N/A – no reception area | N/A | N/A | N/A |
| Internal signage | Internal signage is clear and meets communication needs of current cohort | Keep this under review if pupils with additional communication needs are admitted | Proprietors | Ongoing |
| Emergency escape routes | Escape routes are clearly signed and staff and pupils are made aware of arrangements | PEEPs to be discussed and agreed at pre- admission meetings | Proprietors | Ongoing |