

Accessibility Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 30th September 2022

Last reviewed on: 6th October 2021

Next review due by: 30th September 2023

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

See also:

SEN, Disability and Inclusion Policy

Equality and Diversity Policy

Aim

This school aims 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 the services provide
- Improve the availability of accessible information to disabled pupils

According to the Equality Act 2010 a person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. Many pupils at this school have diagnoses such as ADHD which meet this criteria and this is addressed within the SEN, Disability and Inclusion policy. The purpose of this accessibility policy is to review accessibility for those who may have additional physical disabilities.

Our school is committed to:

- working towards providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs
- treating disabled pupils no less favourably than those without a disability
- making reasonable adjustments to all policies, procedures and practices to ensure that a disabled pupil is not placed at a substantial disadvantage
- taking positive action with regard to disability embracing the spirit of the Equality Act 2010
- maintaining a culture of inclusion, support and awareness

- improving and maintaining access to the physical environment within the limitations of the physical structure of the buildings and other resources
- improving the delivery of written information to pupils, staff, parents and visitors
- maintaining an accessibility plan
- advancing equality of opportunity for all pupils

Responsibilities

The Directors will:

- prioritise funding to improve accessibility within the school.
- regularly review school policies to ensure that promoting accessibility is a key priority within the school.

The School Leader(s) will:

- maintain, implement and develop the school's accessibility plan
- raise awareness of disability through the school curriculum
- encourage a culture whereby the protected characteristics under the Equality Act are managed with tolerance and inclusion
- ensure staff maintain awareness of those pupils with disabilities and these are consistently addressed through planning and support
- on the initial visit from a prospective pupil with a disability, discuss with the pupil and parents/carers how needs and views can best be met and ascertain their preferred means of communication
- develop a reasonable alternative method of making education available if one or more physical barrier cannot be removed, altered or avoided.
- be mindful of accessibility issues for visitors and develop an alternative plan for facilitating meetings as appropriate
- develop a PEEP (Personal Emergency Evacuation Plan) for all disabled pupils in case of fire or other emergency
- liaise with the sensory support services in the local area, including their advice in the Accessibility Plan as necessary
- ensure all school physical development work is considered in terms of improving accessibility

See Appendix 1 – School Accessibility Plan

Review

In order to ensure that this policy remains relevant, if you have any comments please email directors@ontrackededucation.com

Accessibility Plan

The plan below sets out our current position and the proposals to meet the needs of pupils in the following three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Current position:

- The majority of the school site is accessible for pupils with moderate physical difficulties.
- The school has a disabled parking space.
- There are toilets for disabled pupils, staff or visitors.
- There is wheel chair access into the school building.
- There is contact with local sensory support guidance when required.
- Staff training requirements are regularly reviewed.
- 1:1 support from a teaching assistant is available at all times.
- Identified pupils are assessed for exam access arrangements.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To increase the extent to which disabled pupils can participate in the school curriculum.	Lessons are timetabled in a downstairs area.		School Leader(s)	Needs are met when necessary.
To improve the physical environment of the school	The school will take into account the needs of pupils staff and visitors with physical disability when planning and undertaking improvements and refurbishments of the premises, such as improved access, lighting and colour schemes.	Ongoing	School Leader(s)	Needs are met in every way possible.
To ensure the medical needs of all pupils are met within the capability of the school	Medical needs are notified to the school at point of referral. All staff member have 'Safe Administration of	Ongoing	School Leader(s) and trained staff	Needs are met in every way possible.

	Medicines' training. Further training in specific areas will be put in place as required.			
To ensure the needs of disabled parents, carers and visitors can be met	Ensure disabled parking spaces are kept clear. Continue to improve physical access. Discuss needs with parents, carers and visitors and meet wherever possible. Support and advice from sensory support service.	Ongoing	School Leader(s)	Full access for all parents, carers and visitors.
To improve the delivery of information to disabled pupils and parents.	Audit of materials used and methods of communication, including signage and all common forms of communication.	Ongoing	All staff	Communication clear and effective.