



Accessibility Policy

Policy Reviewed	December 2024
Review date	December 2025

CONTENTS

1.	Aims of the Policy
2.	Legislation and Guidance
3.	Action Plan
4.	Monitoring Arrangements
5.	Links with other Policies
6.	Activity summary

1. Aims of the Policy

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 school values, Consideration, Aspiration, Resilience and Equality are at the centre of all that we do, this is particularly true for disabled stakeholders (including staff, pupils and parents). As a school we recognise our duty under the DDA/SENDA legislation:

- Not to discriminate against disabled pupils in their admissions, exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting pupils with a disability at a substantial disadvantage
- To publish an Accessibility Plan
- Governors and staff will have regard to the DRC Code of Practice (2002)

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. As such we have full regard for Concilium Academies Trust's policies and procedures in relation to the rights of disabled stakeholders. We also work in close partnership with Local Authority officers and staff who work on behalf of disabled people.

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 teachers, pupils, parents and Governors. This has been carried out both remotely and in person.

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.

3. Action Plan Standish


Aim	Current Good Practice	Objectives	Action to be Taken	Date Completed	Success Criteria
1. Increase access to the curriculum for students with additional needs	<ul style="list-style-type: none"> Differentiated curriculums for all students. Resources tailor created to suit bespoke needs Access resources to support processing needs such as reading pens, coloured overlays, coloured/off white paper personalised Curriculum progress is tracked for all students SMART targets set 	<p>Review accessibility of curriculum to ensure all students can access</p> <p>Reader pens available and SENCos can train and offer bespoke support to staff and students</p> <p>Awareness and understanding of additional needs across all centres and lead by the SENCos</p> <p>To improve the knowledge and understanding of all school staff related</p>	<p>Review of SOW and LTPs</p> <p>Staff awareness campaigns throughout the academic year</p> <p>Gather the views of all stakeholders to consider all views are taken into account.</p> <p>Active student and parent/carer voice.</p> <p>Ongoing programme of CPD to include (but not limited to): • Disability awareness • SEND awareness • Need specific training • Awareness Weeks.</p>	April 2025	<p>SOW and MTPs evidence differentiation and scaffolding</p> <p>Reader pens in use. Students able to actively discuss their usage</p> <p>Student/Parent/Carer views analysed and collated. Evidence of feedback and actions.</p> <p>Staff training records.</p> <p>Amount and success of students using AAs,</p>

	<ul style="list-style-type: none"> • IPP files in place • Targets are set effectively and appropriate for all students at Ed Start who have additional needs 	to disability rights. To improve the knowledge and understanding of all school staff related to individual disabilities, including hidden disabilities.	Improve understanding of reasonable adjustments through regular SENCo training and knowledge updates of AAs.		
--	--	--	--	--	--

Aim	Current good Practice	Objectives	Action to be Taken Photo Evidence	Date completed	Success Criteria
2. Improve and maintain access to the physical environment	The environment may be adapted to the needs of students as required. If we can't meet physical needs we will state this in our thorough consultation process.	To ensure students and their parent/carers are fully informed with what accessibility we can provide based on the physical building currently.	Audit of procedures to ensure these match our offer.	Feb 2025 Ongoing	Audit complete. Offer represents accessibility policy.

	<p>School Access</p>	<p>To be able to access the groundfloor for full range of mobility and movement needs.</p>	<div data-bbox="913 193 1469 539" data-label="Image">A photograph showing the exterior of a building with a white upper section and a red brick lower section. A white door is set into the brick wall, and a concrete ramp with black metal handrails leads up to it. A window with white frames and vertical bars is visible to the left of the door.</div> <div data-bbox="913 616 1249 1173" data-label="Image">A photograph showing a different angle of the building entrance. A concrete ramp with black metal handrails leads up to a white door. Two windows with white frames are visible above the door. The building has a red brick lower section and a white upper section.</div>	<p>Ongoing Maintained Routes</p> <p>Access Ramp</p> <p>Lower intercom access</p>	
--	-----------------------------	---	---	---	--

	School Access	To be able to access the groundfloor for full range of mobility and movement needs.			Maintain access and specific mobility entry and exits points including emergency routes.	
--	--------------------------	--	--	--	---	--

	<p>School Access – Workshop</p>	<p>To be able to access the workshop to ensure all students can take part in all aspects of the curriculum.</p>		<p>Maintain access and specific mobility entry and exits points including emergency routes.</p>	
--	--	---	--	---	--



Action to be taken – Dan tasked to complete by 31st March.

To order indoor ramps to ensure students can access the whole of the ground floor, which include toilet, first aid and kitchen areas.

Two ramps required in the following locations:



--	--	--	--	--	--

Aim	Current good Practice	Objectives	Action to be Taken	Date completed	Success Criteria
3. Improve the delivery of information to pupils with additional needs	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources as required • Accessibility tools built into IT systems (through Office365) • Use of video/audio as well as written text • All letters/printed materials are published on coloured paper specific to the students needs	Information to be accessible to all school users as required.	<p>All documents to be available in alternate formats as required.</p> <p>Meetings to include translator, sign language interpreters as required.</p> <p>VI/HI/Sensory Team involved at all levels when supporting such students. To ensure they have more than adequate resources to reach their potential.</p>	On going	<p>Progress of students with such needs.</p> <p>Feedback for students/parents/carers.</p>

4. Monitoring Arrangements

This document will be reviewed every year. It will be approved by the Board of Governors.

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
- ✓ SEN Policy
- ✓ Admissions Policy

6. Activity and Development

a) Education & related activities

Infinite Schools will continue to seek and follow the advice of Education services and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Infinite Schools will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and requesting future improvements and refurbishment of the site and premises.

c) Provision of information

Infinite Schools will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

7. Visual Activity