

**TEENAGE** KICKS

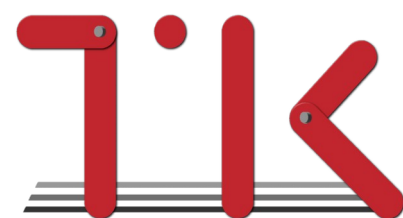
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# Accessibility Plan Policy

<b>Approved by:</b>	Colin Phillips	<b>Date:</b> September 2023
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<b>Last reviewed on:</b>	September 2024
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<b>Next review due by:</b>	September 2025
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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 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 nurture our students, building an inclusive community based on respect, ambition and achievement We inspire our students to discover, develop and celebrate their unique talents and abilities

We believe that every young person can succeed. We challenge and support our students to overcome obstacles, equipping them with skills and attitudes that will enable them to achieve their personal best and to prepare them to be successful and valued member of the community.

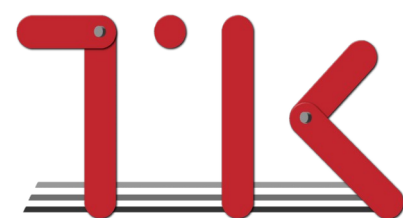
Through both ambition and determination our young people learn to achieve by respecting the beliefs, religions and cultures of others, celebrating diversity and supporting each other to be the best versions of themselves.

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.

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.



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We have included a range of stakeholders in the development of this accessibility plan, including students, parents and staff.

## 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.

We 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. These plans will be reviewed and adjusted on an annual basis. We acknowledge that there is a need for ongoing awareness training for staff in the matter of discrimination and meeting the needs of students and staff with disabilities.

Objective	Actions	Timeframe
To ensure students with SEND make good or better progress	<ul style="list-style-type: none"> <li>• Early identification of need through effective use of baseline data and appropriate assessments</li> <li>• Identification and implementation of appropriate personalised intervention time-tables</li> <li>• Effective use of data and outcome of monitoring to track the impact of interventions through the process of assess, plan, do and review</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to admission wherever possible</li> <li>• Within twelve weeks of admission</li> <li>• Half termly in line with the provision assessment schedule</li> </ul>
To identify students for Access Arrangements to enable them to fulfil their potential in tests and examinations	<ul style="list-style-type: none"> <li>• Early identification of need</li> <li>• Appropriate assessment completed</li> <li>• Schools notified to test students that we think are eligible for Access Arrangements to ensure they are registered with NCA in good time to sit exams.</li> <li>• Students identified for access arrangements receive these adaptations whenever tests and exams are taken.</li> <li>• Ensure sufficient staff are trained to support children with Access Arrangements</li> <li>• Arrangements are monitored by SENCO and Examinations Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Within a half term of needs being identified</li> </ul>
To ensure that Teaching Assistants and teachers have the skills and knowledge to meet the needs of students with SEND and ensure they make good or better progress	<ul style="list-style-type: none"> <li>• Audit the additional needs of students</li> <li>• Skills audit for staff</li> <li>• Training for identified staff in the identified needs</li> <li>• Time-table the team around the students' meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to admission wherever possible</li> <li>• Start of each year</li> <li>• As needed</li> <li>• Half termly</li> </ul>

Objective	Actions	Timeframe
To ensure if students are removed from lessons interventions are research-based, fit for purpose and in the students best interests	<ul style="list-style-type: none"> <li>• Effective use of data and outcome of monitoring to track the impact of interventions through the process of assess, track, plan and review</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly in line with the school assessment schedule</li> </ul>
To ensure all trips and extra-curricular activities are inclusive	<ul style="list-style-type: none"> <li>• Review all plans for trips and extra-curricular activities to ensure access to all</li> <li>• Make appropriate adaptations where necessary to ensure trips and extra-curricular they are inclusive</li> <li>• Individual risk assessments completed and appropriate staff allocated to ensure they are inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• As the annual programme is agreed</li> <li>• As part of trip planning</li> </ul>
To ensure all classrooms are optimally organised and equipped to promote the participation and independence of all students	<ul style="list-style-type: none"> <li>• Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms taking into account individual needs</li> <li>• Purchase specialist equipment required</li> </ul>	<ul style="list-style-type: none"> <li>• As needs are identified</li> </ul>
To identify and share, where appropriate, the medical needs of children and provide specialist training where necessary	<ul style="list-style-type: none"> <li>• Identified medical needs on admission</li> <li>• Audit medical needs and health care plans each term</li> <li>• Provide training for staff in understanding of identified conditions.</li> <li>• Provide training for specified staff in the administration of specific medicines, for example, asthma, epi-pens, ADHD medication</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to admission wherever possible</li> <li>• Start of each term</li> <li>• As needed</li> </ul>

## **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 Head of Provision.

## **5. Links with other policies**

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

- › Risk assessment policy
- › Health and safety policy
- › Special educational needs (SEN) information report
- › Supporting pupils with medical conditions policy ›
- Equality policy