



Accessibility Plan

Approved by:

Date:

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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

The above aims will be delivered within a reasonable timeframe, and after first determining and taking into account pupils' needs/disabilities and the views of pupils, parent/carer. When preparing an accessibility strategy, the LA must have regard to the need and time to allocate adequate resources in the implementation of this strategy.

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.

Sycamore Short Stay School is committed to ensuring that the necessary provision is made for every pupil. The school is passionate about Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all our young people regardless of their learning difficulty, disability, disadvantage or special educational needs.

These needs/disabilities may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension disabilities** – this includes hidden disabilities, such as autism and dyslexia

This plan has been 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 pupils, parents, staff and the management committee of the school.

The Management Committee also recognises its responsibilities towards employees with needs/disabilities and will ensure they:

- ✓ Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- ✓ Provide appropriate support and adjustments for employees with disabilities to ensure that they can carry out their work effectively without any barriers
- ✓ Undertake reasonable adjustments to ensure staff can access the workplace

This plan will be resourced, implemented, reviewed and revised in consultation with:

- ✓ Pupils' and their parents/carers
- ✓ The Headteacher and other relevant members of staff
- ✓ Management committee members
- ✓ External partners

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](#) (January 2015), '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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with an educational need or disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Quality First Teaching. IASEND/ Pearson/GL assessments and data. IASEND & Pearson data to be reviewed half-termly. All staff to be familiar with inputting data into these systems. Curriculum and T&L monitoring termly.	To embed SEND as the 'Golden Thread' running through all lessons.	Teachers TA's SENCO Middle Leaders SLT	Half – Termly Reviews Spring Term 2022	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and visitors as required. This includes: • Ramps	Disabled parking bays. Volume and quality of signage. A permanent ramp access provided to an entrance in primary for	To ask the caretaker to paint the appropriate signage for a disabled parking bay.	SLT Middle Leaders SENCO Teachers		

	- Corridor width - Disabled toilet	easier access and disabled toilet fitted in primary.	To enquire about the cost from LA/buildings/corporate.	TA's		
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal/External signage - Large print resources - Pictorial or symbolic representations/visual aids - Electronic communication aids - Access to our policies, procedures and SEND information report on the school website	Increase quality and quantity of signage around school To purchase some more advanced electronic communication aids A more child-friendly approach to the website information. To make the Local Offer information more easily accessible on our school website.	To enquire about the cost of getting better quality signage made. To get the signage made and displayed around the school building. To contact S&L to ask for the best communication devices/aids available. To change the layout of the SEND information on the school website to make it more pupil/parent/carers friendly.	SLT & SENCO Middle Leaders Teachers TA's		

4. Monitoring arrangements

This plan is reviewed every 3 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. It will also be planned alongside the school evaluation form and school improvement plans.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the voices of their parents/carers.

The actions that will be undertaken are detailed in the following sections of this document.

It will be approved by the school's 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
- 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 – 2021-2022

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	3			
Lifts	0			
Parking bays	22	Disabled parking bay to be allocated by reception and appropriate signage to be applied.	Head/School Caretaker	Spring Term 2022
Entrances	2 1 entrance with ramp and disabled access	A permanent ramp entrance provided to primary end of school.	Head/School Caretaker	Summer 2022
Ramps	1 External 1 Internal 1 Portable			
Toilets	8 1 Disabled Toilet			

Reception area	1	Are the width of the doors through reception to the meeting room the appropriate width?	Head/School Caretaker	Spring Term 2022
Internal signage	Emergency exit signs throughout building	Disabled toilet sign for the reception toilet.	Head/School Caretaker	Spring Term 2022
Emergency escape routes	17 3 with disabled access	Do the escape routes with disabled access routes have the appropriate signage?	Head/School Caretaker	Spring Term 2022