

Philpots Manor School



Accessibility Policy

Approved by:	DN/SLT	Date: 03 February 2022
Last reviewed on:	February 2022	
Next review due by:	February 2025	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

Each student who joins our school will be welcomed and valued regardless of sex, race, belief, physical or learning disability. This accessibility plan focuses on a wide range of disabilities associated with students with learning difficulties and multiple learning difficulties. At Philpots Manor School, pupil achievement is celebrated in a student centred teaching and learning environment and excellent achievement at school enables students to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services.
- Improving information delivery to students with disabilities.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school also recognises its responsibilities towards employees with disabilities and will;

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

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.

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.

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.

3. Action plan

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

AIM	CURRENT PRACTICE GOOD <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 a 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 resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs	LT	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils	OG (Assistant Head of Education)	Easter each year	All pupils are enrolled on a differentiated curriculum to meet need
		ST		OG /SLs	Termly	Education staff will work closely with therapists and wellbeing to ensure pupils are supported with appropriate resources to aid learning
		ST	Subject leads work closely with class teachers and Therapists to ensure specific learning needs are met .	Subject teachers	Termly	All pupils will make progress from starting point every year in all subjects
		ST/MT/LT			Annually	
		ST/MT/LT	All learners are set targets in relation to their starting point	OG		

	● The curriculum is reviewed to ensure it meets the needs of all pupils	LT	The Curriculum Policy is updated to ensure that the curriculum is accessible to all learners.			Targets are completed each year with progress measured. Curriculum meetings will record changes to the offer each year to support the planned cohort for the forthcoming year.
Improve and maintain access to the physical environment and estate* <i>* Where financially and structurally viable</i>	The environment is adapted to the needs of pupils as required. This includes: ● Ramps ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities	Any future refurbishments and improvements will incorporate access for all disabilities where possible.	Review all plans for improvements to ensure accessibility.	Finance and Facilities Coordinator	As required	Improved accessibility for anyone with disabilities
Improve the delivery of information to	Our school uses a range of communication methods to	Further improvements to the	Installation of touchscreens to	Finance and Facilities Coordinator	August 2021	Touchscreens (Interactive Whiteboards)

pupils with a disability	ensure information is accessible. This includes: ● Internal signage ● Large print resources ● Pictorial or symbolic representations Lesson materials are adapted to suit the learner need so that any barriers to learning are removed	range of information delivery options.	each class room and training room Education teams to review 'support' requirements for delivering information are in place for each learner prior to the academic year. Quality assurance procedures for the 'Quality of Education' will check that information is adapted for learners where appropriate (physical and digital).	Subject Teachers		installed and staff trained in use.
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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 Senior Leadership team.

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
- Curriculum Policy
- Teaching and Learning Policy
- Assessment, Feedback and Marking Policy