INSPIRE
PARTNERSHIP

Accessibility Policy



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1.0 Purpose

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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.

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

We aim to reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.

2.0 Introduction

At Inspire Partnership MAT we believe that we work hard to ensure that the culture and ethos of all our schools are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. All our schools provide pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

The definition of disability is:

“A person has a disability 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 carry out normal day to day activities”. (Disability Discrimination Act 1995 (DDA))

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

3.0 Scope

We will work with parents to ensure the full needs of each individual child are met as we value parents’ knowledge of their child’s disability and its effect on their ability to carry out normal activities. We respect the child’s and parents’ right to confidentiality.

We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

We endorse the key principles in the National Curriculum framework which underpins the development of a more inclusive curriculum by:

i. setting suitable learning challenges
ii. responding to pupil’s diverse learning needs
iii. overcoming potential barriers to learning and assessment for individual and groups of pupils

4.0 Legislation

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

5.0 Links to 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
- SEND policy
- Supporting pupils with medical conditions policy

6.0 School Accessibility Plan

Aim	Current good practice	Further actions	Who & By when
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 from EYFS to Y6 ● 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 make sure it meets the needs of all pupils ● Pupils with disabilities are 'seen' in our reading spine ● Where visual aids/ technology is required to support pupils, this is in place for all subjects		
To improve and maintain access to physical resources	The environment is adapted to the needs of pupils as required. This includes: ● Ramps ● Elevators ● Corridor width ● Disabled parking bays		

	● Disabled toilets and changing facilities Library shelves at wheelchair-accessible height		
To improve the delivery of the curriculum to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: ● Internal signage ● Large print resources/ coloured sheets and overlays ● Braille ● Induction loops ● Pictorial or symbolic representations (widgits) ● All pupils in Key stage 2 have access to chromebooks		

7.0 Monitoring

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and will be approved by the Quality of Education Committee.

Approved by	Board of Trustees
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