



Accessibility Policy

Completed by: Susan Tailor

Submission to Trustees: October 2021

Formal ratification by Trustees: October 2021

Reviewed: September 2022

1. Aims

Under the Equality Act 2010 schools should have accessibility plan. The purpose of the plan is to:

- Increase access to the curriculum for pupils with disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

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 is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Ladywood School and Outreach Service is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents/carers, staff and Trustees of the school.

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](#), '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. Overall Planning Duty

The Ladywood School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Ladywood School and Outreach Service Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- **Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary;**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation/appropriate deployment of staff. It also covers the provision of specialist equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe. *We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.*

- **Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary;**

This covers improvements to the physical environment of the school and physical aids to access education. *The physical environment includes things like steps, kerbs, exterior surfaces, parking areas, entrances and exits, toilets etc. Aids to physical access include handrails, lifts, etc. Although it is expected that physical aids to access education will be provided within a reasonable timeframe it may not be*

feasible to undertake all of the works required for full access to sites and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

- **Adapt the delivery of written information to pupils, staff, parents/carers and visitors with disabilities;**

This part of the planning duty covers making information normally provided by the school in writing – such as handouts, timetables, textbooks, information about school events – available to pupils, staff, parents/carers and visitors. This will include alternative formats utilising a recognised symbol system. This information should be made available in various preferred formats within a reasonable timeframe.

Whole School training will recognise the need to continue raising awareness for staff and Trustees on equality issues with reference to the Equality Act 2010.

4. Monitoring Procedures

Monitoring is essential to ensure that staff, parents/carers and other members of the school community are not disadvantaged.

The plan will be reviewed every 3 years or where operational needs dictate and approved by the Trustees and will be made available online on the school website, and paper copies are available upon request.

5. Links with other policies

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration
- Equality Policy
- Keeping Children Safe in Education Policy & Guidance
- Curriculum Policies

6. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for</p>	<p>Reduce and eliminate barriers to access to the curriculum</p> <p>Ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs</p>	<p>Liaison with pre-school providers to prepare for new intake of children into Foundation each year</p> <p>Liaise with educational establishments to prepare for the intake of new children who transfer within year</p> <p>To review policies to ensure that they reflect inclusive practice and procedure</p>	Leadership Team	On-going and as required	<p>Pupils smoothly transition into School</p> <p>Pupils smoothly transition into School</p> <p>All pupils access the whole curriculum offer</p>

	<p>pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>School policies, staff handbook and staff induction ensures a consistency of offer across all Key Stages</p> <p>We will seek advice and support from relevant professionals in order to ensure that we have made adequate and reasonable adjustments</p>		<p>To establish and maintain close liaison with parents/carers</p> <p>To establish and maintain close liaison with outside agencies for pupils with additional needs</p> <p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision</p>			<p>Collaborative working procedures take place that are beneficial to the pupils</p> <p>Collaborative working procedures take place that are beneficial to the pupils</p> <p>All pupils access the wider curriculum offer</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators 	<p>Reduce and eliminate barriers to access to the environment</p> <p>Ensure full participation in the school community</p>	<p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future</p>	<p>Leadership Team</p> <p>Health and Safety lead</p> <p>SITE team</p>	<p>On-going and as required</p>	<p>All pupils, prospective pupils, staff, parents/carers and other members of the school community are able to access all</p>

	<ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Lift 	<p>for pupils, prospective pupils, staff, parents/carers and other members of the school community with a disability, medical condition or other access needs</p>	<p>improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p> <p>Creation of ramp/drop kerb for access to the forest school by electric wheelchair</p> <p>Create personalised risk assessments/ access plans/PEEPS for individual pupils. Liaise with external agencies, identifying training needs and implement training where needed. Ensure that actions, including emergency evacuation procedures and lockdown procedures, are</p>			<p>physical areas within the school environment</p> <p>All pupils, prospective pupils, staff, parents/carers and other members of the school are included appropriately.</p> <p>Safe evacuation in an emergency.</p> <p>Safe Lockdown procedures in an emergency</p>
--	---	---	--	--	--	--

			<p>clear and that staff are capable of carrying these out.</p> <p>Health and Safety Walk arounds half termly and reported to appropriate Trustee. Actions from these audits to be shared with all staff appropriately.</p> <p>Health and Safety Checks completed in appropriate timescales</p> <p>Engage with Health and Safety LA team for guidance and support</p>			
<p>Improve the delivery of information to pupils , staff, parents/carers and other members of the school</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	<p>Reduce and eliminate barriers to communication</p> <p>Ensure full participation in the school community for pupils,</p>	<p>Create and offer information in alternative formats and in a preferred form as deemed by parental choice</p> <p>Access arrangements are</p>	<p>Leadership Team</p>	<p>On-going and as required</p>	<p>All stakeholders are engaged with the school appropriately.</p> <p>All pupils fulfil their</p>

<p>community with a disability</p>	<ul style="list-style-type: none"> • Pictorial or symbolic representations • Interpreters • Oral 	<p>prospective pupils, staff, parents/carers and other members of the school community with a disability, medical condition or other access needs</p>	<p>considered and put into place for statutory testing</p> <p>Adopt a proactive approach to identifying the access requirements of parents/carers and make reasonable adjustments where possible</p>			<p>full potential</p> <p>All parents/carers are able to fully support their children with their education</p>
------------------------------------	---	---	--	--	--	---

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
-------------------------	--	--	--	--