Accessibility Policy

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1. Aims, scope and principles

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

Schools within Kingfisher Schools Trust always aim to treat pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our values are based on three words: opportunity, community and excellence. We expect all settings to be inclusive environments that enable learners to flourish. Therefore, our staff are trained in equality issues, including those relating to disabilities. The school supports any available partnerships to develop and implement the plan.

The complaints procedure for this school 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.

This policy and school-derived plan will be made available online on the school website, and a free paper copy is available upon request.

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 and long-term health conditions.

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.

3. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and update more frequently if necessary. It will be reviewed by the Director of Education in conjunction with Headteachers and SENDCos. It will be approved by the Trust Board.

A Trust expectation is for the accessibility plan to be shared with all staff yearly or more often should changes occur.

4. Links with other policies

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

- SEND Information Report
- Equality information and objectives
- Supporting pupils with medical conditions
- Health and safety policy
- Risk assessment policy

Appendix 1: Accessibility Plan Template

This template is to be amended to meet the needs of students within your school and uploaded to the school's website under policies and SEND tabs. It is to be shared with all employees at least annually.

Target	Strategies	Timescale	Responsibility	Success criteria
Improve and maintain access to the physical environment	Ensure that signs use dual coding. Ensure evacuation procedures are regularly audited for training needs. Ensure lifts and stair lifts are regularly maintained.	2 years Yearly audit Yearly	SENDCo and site staff Site manager Site manager	All signs to include dual coding around the school A yearly audit to access changing training needs All equipment in working order
Improve the inclusivity and accessibility of the curriculum	**Teacher Training and Support**: Provide professional development opportunities for educators to learn about inclusive practices and how to implement them effectively. **Promote Inclusive Culture**: Foster a supportive and inclusive school environment where all students feel valued and respected.	Yearly audit based on student needs Over 3 years	DHT and SENDCo DHT and SENDCo	Teaching staff will have the skills to use inclusive practice with the classroom. Recorded through Steplab Record of extracurricular activities SEND students are accessing. Student voice of how valued they feel in school.

Improve accessibility to information	Increase access to accessible devices.	Over 3 years	IT team and SENDCo	All EHCP students will have access to a Chromebook equipped with accessibility features like text-to-speech, voice recognition, and screen readers.to aid their learning in the classroom
Continue to work on developing appropriate awareness of disabilities, fostering a culture of acceptance	To increase the resources in the school library to include stories and biographies of people with disabilities who have made significant contributions.	Over 3 years	Literacy Lead and SENDCo	There will be a range of inspiring books in the library to promote a positive awareness of disabilities and overcoming disabilities
Improve accessibility to extra-curricular activities	Use peer support to encourage new students to integrate into extracurricular activities. Use of SEND ambassadors.	Over 2 years	Heads of Year and SEN team	There will be a record of numbers of SEND students attending extracurricular clubs.