



# ACCESSIBILITY PLAN

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

Date adopted: 01/11/2024

Review cycle: Every 3 Years

Approval: Headteacher / Cttee

Local approval: Chair Local Cttee

Next Review Date of Template Policy:

Last reviewed: November 2025

Is this policy statutory? Yes

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Local author: Headteacher

November 2028

\*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

## Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

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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

Surrey Hills All Saints 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.

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 governors 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. Action plan

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

| Aim   | Current practice  | Objectives<br><i>State short, medium and long-term objectives</i>   | Actions to be taken   | Person responsible   | Timeframe   | Success criteria  |
|---|---|---|---|--|---|---|
| <p>Increase access to the curriculum for pupils with Special Educational needs and disabilities.<br/>(SEND)</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 SEND.</p> <p>Curriculum progress is tracked for all pupils, including those with SEND.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>To ensure the accessibility plan becomes an agenda item on the LC meetings</p> <p>Identify all children who need to have a SEND support plan in place.</p> <p>To continue to train staff to enable them to meet the needs of children with SEND.</p> | <p>Clerk to LC to add to meetings</p> <p>Children will be assessed, in accordance with regular classroom practice</p> <p>SEND support plans maintained and up to date.</p> <p>SENDCO to provide training for staff as needed.</p> | <p>LC member</p> <p>Class teachers/ SENDCO</p> <p>SENDCO/AH/HT</p> | <p>Adherence to legislation</p> <p>On-going</p> <p>On-going</p> | <p>Annually</p> <p>Barriers to learning will be reduced enabling children to achieve their full potential.</p> <p>Staff continually developing their skills to help children access the curriculum based on need.</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>   | <p>To continue to maintain inside and outside areas so are accessible to all.</p>   | <p>Premises officers to regularly audit the outside area to ensure signs are painted, steps are maintained for those</p>  | <p>Premises officer.</p>   | <p>On-going.</p>  | <p>School playground safe and accessible for all.</p>   |

|  |  |   |   |                          |           |  |
|--|--|---|---|--------------------------|-----------|--|
|  | <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>   | To maintain and develop accessibility of building.  | with visual impairments and to ensure the playground is safe for wheelchair users.<br><br>Individual education plans maintained and up to date.                         | Members/<br>AH/ HT       | On-going  | All staff working with children with an IEP are aware of these.  |
| Improve the delivery of information to pupils with a physical disability         | Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Resources such as magnifiers for the visually impaired.</li> </ul> | To meet the needs of individuals.   | Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis, language teachers etc. will be applied for as needed. | Class teachers/<br>SENCO | On-going  | Barriers to learning will be reduced or removed enabling children to achieve their full potential.                         |
| Improve the delivery of information to parents/carers with a physical disability |  | To ensure parents who are identified as having disabilities and unable to attend school to access parents/information evenings. | Information provided in alternative formats as necessary.   | AH/HT/<br>Office manager | As needed | Written information will be provided in alternative formats as required. Staff to hold parents evening by phone if needed. |

## **4. Monitoring arrangements**

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the LC.

## **5. Links with other policies**

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

- Health and safety policy.
- Equality information and objectives (public sector equality duty) statement for publication.
- Special educational needs policy.
- Supporting pupils with medical conditions policy.
- SEND information report.