



# ACCESSIBILITY PLAN

School Staff were consulted on this document and it was accepted by the Trust.	December 2021
Review Cycle	3 Years

## CHANGES – December 2021


This is a model policy/procedure which reflects legislation, any relevant statutory and non-statutory guidance and best practice. The responsibility for setting policy and procedure resides with the Governing Body/Trust and as such the relevant body must be satisfied that the content of the policy/procedure suits their requirements and must consult their staff/local trade union representatives prior to its formal adoption. In the this context, Education HR does not negotiate and agree its model policies with the Trade Unions/Professional Associations, although they are consulted and their feedback is considered in the development of the documents.

A model for Schools, Academies & Colleges

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# ACCESSIBILITY PLAN

## 1. Legal background

The Disability Discrimination Act (as amended by the Special Educational Needs & Disability Act 2001) requires all schools and LAs to plan to increase the accessibility of schools for disabled students. LAs must prepare an accessibility strategy covering all maintained schools in their area, and each school must produce its own accessibility plan. From September 2002 schools and LAs are required to start formulating accessibility strategies and plans. They must have written documentation covering an initial period of three years in place by April 2003. Both schools and LAs are required to plan for:

### I. Improving access to the physical environment of schools

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled students. We are committed to improving access to existing buildings as issues are raised with us.

### II. Increasing access for disabled students to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

### III. Improving the delivery of written information to disabled students

This covers planning to make written information normally provided by the School to its students available to disabled students. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LAs may help schools by organising central support services to provide information in alternative formats. LAs may also encourage schools to share information and expertise. The LA must consult with schools and dioceses when preparing its accessibility strategy. LAs and schools have a duty to review their strategies and plans, revise them if necessary, and to implement them. LAs and schools should prioritise resources for implementing their strategies and plans.

LAs are required to make their strategies available for inspection to interested parties at reasonable times.

## 2. Definitions

The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities.” Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled students will have, or may be eligible for, statements of Special Educational Needs, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

1. This statement sets out the ways in which the school provides 'access' to education for students with a disability.
2. At the school, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School. The following areas will form the basis of the Accessibility Plan with relevant actions to:
  - Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;
  - Improve access to the physical environment of the School;
  - Improve the delivery of written information to students, staff, parents and visitors with disabilities.
4. Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted biennially.
5. We are committed to awareness raising and training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.
6. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Equal Opportunities
  - Health & Safety
  - Special Needs
  - Pupil Discipline
  - Strategic Plan
  - School Prospectus
7. The School's Accessibility Plan will be monitored through the Pupils and Personnel Committee of the Governors.

**St. Martin's school- Accessibility Plan 2009-11**  
**A - IMPROVING ACCESS TO THE CURRICULUM**

Target	Action	Resources	Timeframe	Outcomes
A1 Develop range of learning resources that are accessible for students with different disabilities	Heads of faculty to review resources in their curriculum areas	Time / training	Summer 2018 onwards	Students with disabilities to have increased access to curriculum materials
A2: teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities		Time / training	L&T meeting schedule	Teachers use multiple intelligence principles to suit wide range of learning styles. Higher attainment for students with SEN / disabilities
A3: teachers develop skills to deal with students who have specific disabilities	SENCO provides or arranges specific training for new and existing staff relating to disabilities experienced by students	Time / training	Spring 2019 onwards	Staff have greater understanding of disability issues
A4 disability equality issues are incorporated into Citizenship curriculum	Review Schemes of Work for Citizenship element within Civics	Time	Summer 2018 onwards	Students have a greater understanding of disability issues.
A5 ensure that the school is prepared to meet the specific needs of pupils transferring to St Martin's in September.	A – provide training for all staff to develop understanding of the needs of the student. B – ensure that the curriculum is suitably tailored to those needs	Time / training	Summer 2018 onwards	Successful transition and progress made by the student

## B – IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timeframe	Outcomes
B1 – maintain the painting of yellow edges on all staircases and steps to aid movement of visually impaired students/staff	RSH has this built into the summer maintenance schedule	In premises budget	August each year	Visually impaired students / staff and visitors are able to navigate easily around school
B2 provide level access to ground floor facilities	A – undertake access audit of ground floor B – develop programme of ramping to provide level access	Not yet known	A – Spring 2018 onwards B – Summer 2018 onwards	Students / staff / visitors with wheelchairs can access ground floor of the school
B3 ensure fire procedures take account of the needs of students with disabilities	A – review the needs of the identified students Ensure that appropriate provision including places of safety have been established	Not yet known	Spring 2018 onwards	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire

## C – IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Timeframe	Outcomes
C1 make information more accessible to students and parents with disabilities	A - Seek views of students and parents on how this can be achieved. B - Develop plans to make information more accessible	Time	A- Spring 2018 B- Summer 2018	Students with disabilities to have greater access to information. School able to respond more quickly to requests for information in alternative formats.