



# Accessibility Plan

Frequency of Review	Every 3 years
Author	HT
Approved by	LGB
Reviewed	March 2023
Date of Next Review	March 2026 (unless there is a material change)

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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 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.

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 committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

### 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, 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.

### **3. Action plan**

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils. It is designed as a spiralled model so that pupils can revisit topics to develop their understanding and embed learning.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• We receive advice from external advisory services e.g. specialist teacher advisors for hearing and visual impairment and appropriate health professionals to help us ensure pupils can access learning materials and experiences. We liaise with the Behavior Support Service receiving advice and support when needed to</li> </ul>	<p>To investigate and develop the use of 'sensory circuits' for pupils that would benefit from that intervention to be better focused for learning and able to more fully engage with the curriculum.</p> <p>To investigate and develop the use of 'Attention Autism' for pupils that would benefit from that intervention to be better focused for learning and able to more fully engage with the curriculum.</p>	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Observations of colleagues, including in other settings</li> <li>• Identify pupils for whom this would be appropriate/beneficial</li> <li>• Establish baselining, set objectives and review impact of intervention for learners</li> </ul>	<p>Deputy Headteachers</p>	<p>September 2024</p>	<ul style="list-style-type: none"> <li>• Sensory Circuits and Attention Autism embedded as part of the curriculum offer.</li> <li>• Well-trained staff running effective sessions for pupils.</li> <li>• Improved focus and behaviours for learning of specific learners.</li> </ul>
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	<p>ensure barriers to learning are reduced, in order for pupils to reach their full potential.</p> <ul style="list-style-type: none"> <li>• A Clinical Nurse Specialist is on site on a regular basis and clinics are held with health professionals, including Pediatricians, Physiotherapists, Occupational Therapists and Speech and Language Therapists who work alongside staff and parents to ensure that the physical, sensory and communication needs of our pupils are met.</li> <li>• Curriculum resources (including books on the Fitzwaryn Reading Spine) include</li> </ul>					
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	<p>examples of people with disabilities</p> <ul style="list-style-type: none"> <li>• Curriculum progress is tracked for all pupils and analysed by specific groups to identify any trends.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils.</li> <li>• We currently have four minibuses, three of these are specially adapted to take wheelchairs to ensure no child misses out on school activities that take place off site.</li> <li>• Duke of Edinburgh Award scheme is fully available to all post-16 learners, regardless of their needs.</li> </ul>					
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>• A range of interventions, including ELSA support, are employed to reduce any potential barriers to learning.</li> </ul>						

Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>• The entire school has been subject to either refurbishment or new build between 2008 and 2019. This has ensured that all buildings, rooms, and facilities are accessible for all pupils and their parents. A thorough review of the school environment has taken place using a detailed access audit checklist. As a special school, awareness of ensuring the environment is accessible to all is of high priority.</li> <li>• The environment is adapted to the needs of pupils as required. This includes:</li> </ul>	<ul style="list-style-type: none"> <li>• To improve access for all visitors to the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Redevelop the front entrance of the school to improve access. The current double door arrangement is not easily accessible for wheelchair users. Signing-in procedure to be improved for those visitors with HI and VI, taking into account advice from specialists.</li> </ul>	Headteacher	Sept 2025	Fully accessible school reception area.
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	<ul style="list-style-type: none"> <li>• Ramps</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> <li>• Door jams fitted to electric to ensure adequate width for wheel chair access.</li> <li>• 'rise and fall' sinks and hobs in kitchens and Food Tech rooms</li> <li>• Hoists in hygiene rooms, soft play and sensory theatre</li> </ul>						

Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> <li>• Our school uses a range of communication methods to make sure information is accessible for all. This includes:</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> <li>• Use of 'Objects of Reference'</li> <li>• Adapted ReadWriteInc programme</li> <li>• Use of 'Talk for Writing' approach in teaching writing</li> <li>• Weekly Makaton signing training sessions available for all staff</li> <li>• Makaton/ Sym writer package</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop the use of 'Aided Language Boards' as an approach for some learners</li> <li>• To increase staff expertise in the use of ProloguePro2Go updates to iPads as required</li> <li>• To embed the Fitzwaryn 50 signs for all staff</li> </ul>	<p>Liaison with SaLT to develop a training schedule for staff now that an initial pilot has been completed in Fitzwaryn</p> <p>Encourage active participation in weekly Makaton training for all</p>	Deputy Headteacher-CPD Lead	Sept 2024	<p>Pupils will be effectively using ALBs as communication tool as needed.</p> <p>Staff will be able to regularly update vocab on iPads for pupils that use that method of vocabulary.</p> <p>All staff are familiar with and actively using the Fitzwaryn 50 Makaton signs.</p>
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	<p>on staff devices for producing worksheets</p> <ul style="list-style-type: none"> <li>• Good communication is also supported by the use of signing, symbols and low and high tech communication aids (Alternative and Augmentative Communication (AAC) devices) with regular advice and support from our Speech &amp; Language therapists. All pupils have access to appropriate IT technology.</li> </ul>					
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#### **4. Monitoring arrangements**

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.

It will be approved by the governing board.

#### **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 (SEN) information report

SEND policy

Supporting pupils with medical conditions policy