

United Learning Accessibility Policy Template

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

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

Our school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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.



United Learning
The best in everyone™

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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action plan

The accessibility plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:



a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan 2025-2028			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
{state short, medium and long term objectives}			
All students have access to a broad, balanced and relevant curriculum	Options, enrichment programme reviewed at least annually	RHI – SENDCO Lee Searle Dave Boyden	Ongoing
All students have a differentiated curriculum that meets their individual needs.	Follow the SEND policy, SEND students have evaluated provision maps and half-termly reviews. Personalised curriculums are organised where appropriate. Student information around their 'additional needs' is published on the schools MIS and circulated to teachers. This is also monitored through formal and informal lesson observations	RHI SENDCO Teaching staff	Ongoing
Interventions	SENDCO audits current interventions and their success/impact on student progress. Provision mapping is used across all year groups.	RHI SENDCO	Ongoing
Staff Training to support students with SEND – focus on key areas. Cognition and learning Communication and interaction SEMH and PD	SENDCo and TAs to deliver ongoing training. We will identify any gaps in knowledge through PDR documents and staff coaching models/.	RHI SENDCO	Ongoing



SEND students to improve attendance to ensure they are accessing the curriculum	Attendance Mentoring Attendance initiatives	Attendance Team	Ongoing
Students' access to the curriculum is increasing as individual needs are met. Suitable educational provision is provided.	Follow SEND policy, Academy behaviour expectations are well embedded, warning and standards are embedded. Provision provided by the engage team to help students with behaviour and SEMH issues.	RHI SENDCO Engage Team Pastoral Team	Ongoing
Ensure SEND students can access trips, and extra-curricular activities	Audit Extra-curricular provision	RHI SENDCO Dave Boyden	Ongoing

Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)			
Accessibility outcome	Actions	Person Responsible	Timescale
Car Park Access	We have two designated car parking spaces located outside the main reception and two parking spaces situated outside the sports hall.	Site/H&S Officer	Completed
Main Reception Entrance	A ramp installed with correct gradient using non-slip materials.	Site/H&S officer	Completed
Reception	Automatic doors into main reception desk. Doors into school heavy and inaccessible to a person in a wheelchair. This to be considered in the rebuild plan. No hearing loop system.	Site/H&S officer	To be considered in the rebuild programme.
Student Entrance	The doors are heavy and a wheelchair user would not be able to open the door without assistance.	Site/H&S Officer	To be considered in the rebuild programme.
Meeting Rooms	We have two larger meeting rooms that can be accessed in a wheelchair	Site/H&S Officer	Completed
Toilets for disabled	2 disabled toilets, one located in the staff/visitor toilets and one in the sports hall. 4 ambulant toilets in the student's toilets.	Site/H&S Officer	
Corridors and stairwells	Corridors are narrow and no lift access to the upper floors. To be considered in the rebuild project.	Site/H&S Officer	To be considered in the rebuild programme.
Main Hall	Steps into the hall area. Ramp available	Site/H&S Officer	
Dining Halls	No access to Dining Hall 3 without access to the ramp.	Site/H&S Officer	
Technology Facilities	No adjustable workbenches in technology or art. To be considered in the rebuild programme.	Site/H&S Officer	To be considered in the rebuild programme.
Evacuation	No evacuation chairs on site as no lift access to upper floors. To be considered in the rebuild programme.	Site/H&S Officer	To be considered in the rebuild programme.



Section 3: How does school deliver materials in other formats? (Provision of Information)			
Accessibility outcome	Actions	Person Responsible	Timescale
Availability of written materials in alternative formats.	The school makes itself aware of services available through LEA and external agencies for converting written information into alternative formats. Parents and carers can access support where needed	RHI Business Support EAL co-ordinator	Ongoing
Paper copies of information supplied if a parent does not/cannot access a smart phone or tablet.	The school keeps a list of parents/carers with no access to technology and supplies paper copies.	Business Support Pastoral Team	Ongoing
Written information is provided to parents in an accessible format and read to them if required.	Communications from school are reviewed to judge language, style, format and accessibility. Amendments made where necessary. A central list is held of any parents/carers requiring translating.	EAL Co-ordinator Business Support Pastoral Team	Ongoing

4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead.

Stakeholder Sign-off

Stakeholder	Date Reviewed	Next Review
SENDCo	Spring 2025	Spring 2028
Health & Safety Lead	Spring 2025	Spring 2028
Principal	Spring 2025	Spring 2028
Governing Body		

