



# Accessibility Plan

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## Statement of intent

This plan outlines how The Shrubbery School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site. The Accessibility Plan will be reviewed annually in respect of progress and outcomes. The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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.

### 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Education Act 1996
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The proprietor will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. Action Plan

Target	Strategies	Timescale	What will success look like
To be aware of the access needs of disabled pupils, staff and parents.	<p>Ensure school staff are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Ensure pupils, staff and parents can access areas of school used meetings.</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	As required	<p>All staff are confident that their needs are met.</p> <p>Continuous monitoring to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
Improve safety for visually impaired people.	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis.</p>	Annually, and as new children join the school throughout the year	<p>Visually impaired people feel safe in school grounds.</p> <p>Yellow edges to be monitored as needed throughout the school year.</p>
Accessible car parking	<p>Disabled visitors have a place to park in the staff car park near the playground gates into the school.</p> <p>The gate into the playground can be opened to allow people with mobility issues/ wheelchairs to access the main school building.</p>	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.
Improve and maintain access to the physical environment	<p>Gradual adjustments to new buildings to accommodate different needs, as these are found out.</p> <ol style="list-style-type: none"> <li>1. Ramps</li> <li>2. Corridor width</li> <li>3. Disabled parking bays</li> <li>4. Disabled toilets and changing facilities</li> </ol>	On-going	<p>New building accommodates access needs of disabled pupils, staff and parents.</p> <p>Playground levelled so that all areas are accessible to disabled pupils, staff and parents.</p>

<p>Increase access to the curriculum for pupils with a disability</p>	<p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Annually</p>	<p>Resources are tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>All pupils have access to personal digital devices that support pupils with visual impairment.</p>
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#### **4. Monitoring arrangements**

This document will be reviewed annually by the headteacher and business manager.