Accessibility Plan

Contents

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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At High Cliff Academy *'We all achieve the very best and develop a love of life-long learning. No one is left behind on this journey.'*

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, this 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 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.

3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Our school offers a supportive curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	To embed the PSE curriculum. To embed the Mathematics Mastery programme. To embed the contextual approach to English.	To ensure effective daily interventions and pre-teaching are occurring as necessary. Clear and regular school self-evaluation to measure impact on all learners.	SLT teachers	On-going but effective immediately.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To ensure the building is accessible to all.	Regular checks for accessibility for all users.	Premises	On-going
Improve the	Our school uses a range of communication methods to	To ensure all learners have	Regular refresher training	SLT	On-going

| delivery of information to pupils with a disability | ensure information is accessible. This includes:
• Internal signage
• Large print resources
• Communicate in print
• Makaton | the best chances of understanding through a range of pictorial resources.

To ensure movement through the school is easier through accurate internal signage. | for makaton and communicate in print. | SLT

Premises | Ongoing |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Inclusion policy
- First aid and administering medicines policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	0	-	-	-
Corridor access	All corridors are accessible to wheelchair users	-	-	-
Lifts	0	-	-	-
Parking bays	There are two marked disabled parking bays and a further six outside the front of the building	If a visitor with mobility issues needs to access the school during the school day suitable parking bays will be made available to them. The only time they will be unable to access them is when the gates are open to the children (8.40am-9.00am and 3.05pm-3.30pm).	Admin staff	-
Entrances	All entrances are on ground level and accessible by wheelchair	-	-	-
Ramps	There is not a need for ramps due to the layout of the building.	-	-	-
Toilets	There are two disabled toilets.	-	-	-

Emergency escape routes	All emergency escape routes are on well signed. Thre are escape routes in each of the classrooms as well as at every end of the corridors and the hall.	Maintenance of the signs and emergency lighting	Premises	On-going