

ACCESSIBILITY PLAN

Document Owner: Director of Inclusion

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Status: Statutory



part of the

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Document Type	Accessibility Plan (Smallthorne)			
Reference/Version Number	CLT-ACC/ST-V1.3			
Summary	Our Academies aim to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.			
Associated Documents	<ul style="list-style-type: none"> Risk Assessment Policy Health & Safety Policy Special Educational Needs (SEN) Information Report 	<ul style="list-style-type: none"> Supporting Students with Medical Conditions Equality Information & Objective Statement 		
Target Audience	All Employees			
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VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
V1.2	Bi-Annual Review	Sept 2021	
V1.3	Bi-Annual Review	March 23	Reviewed and updated actions Page 5

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1. STATUS

- a. Statutory.

2. AIMS & OBJECTIVES

- a. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - i. Increase the extent to which disabled pupils can participate in the curriculum
 - ii. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - iii. Improve the availability of accessible information to disabled pupils
- b. Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- c. Smallthorne Primary Academy are a highly-inclusive school and provide an accessible curriculum, buildings, facilities and information, this is a core aim within the Academy ethos.
- d. The plan will be made available online via the Academy website, and paper copies are available upon request.
- e. The Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- f. The Academy complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns.
- g. We have included a range of stakeholders in the development of this accessibility plan.

3. LEGISLATION & GUIDANCE

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. This policy complies with our funding agreement and articles of association.

4. ACCESSIBILITY ACTION PLAN

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Consider hearing loop availability at key areas within the Academy.	Director of Inclusion to use advice gained from the 'National Deaf Children's Society' to support hearing loop use at key academy locations.	Director of Inclusion	February 2022	Hearing loops will be installed in key locations, such as reception areas, open plan classrooms and assembly halls.
	Engage with Specialist service support as needed for individuals	Academy link with Hearing Service specialist support	SENCO	February 2023 – March 2024	Undertaken as needed by Academy Leads.
Improve and maintain access to the physical environment	Consider adaptations to student toilets (for example, wider doors, lower level sink, soap and towel dispenser)	Director of Inclusion, working with the Executive Director for Estates & Risk to consider the wider use of adaptive equipment across sites.	Director of Inclusion / Executive Director (Estates & Risk)	July 2022 Daily/ Weekly/ Monthly Routinely. PEEPS and RA on a case by case basis	Students with disabilities are able to access the main student toilets and the facilities within them. Active monitoring informs estates Development to ensure ongoing Adaptations. Identified staff trained on RA and PEEPS.
	Systems identify additional areas to address	Active monitoring Processes, Personal Emergency Evacuation Plans (PEEPS) and Risk Assessments in place.	Site Staff/SLT/ EDER and Link Governor		
Increase availability and access to ICT and technology for students with visual impairments	Larger computer screens to support the learning of students with visual impairments	IT Director to investigate the use of assistive technology for students with visual impairments	IT Director	May 2022	All students with a visual impairment will be able to fully access larger moveable screens and technology or individual devices or resources to support their learning.
	Adapted devices/ Resources and materials for individual Students.	SENCO/IT Director to work with agencies	IT Director, SENCO and VI advisors	As required and identified	
Improve access to Academy information, both paper based and on-line.	All Academy information to be made available in a variety of languages and in braille.	Director of Inclusion to arrange for translation services to work with the CLT to give access to key Academy information.	Director of Inclusion	May 2022 and onwards as required	All stakeholders, regardless of language or disability will be able to access Academy information both paper based and electronically.

5. MONITORING ARRANGEMENTS

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

6. LINKS WITH OTHER POLICIES

- a. Risk Assessment Procedures
- b. Health and Safety policy
- c. Equality information and objectives (public sector equality duty) statement for publication
- d. Special Educational Needs (SEN) information report
- e. Supporting Students with Medical Conditions Policy