

Accessibility Plan

Arnold Academy



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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. Our school vision is to be the best we can be in all that we do. Pupils are educated and well versed in the following non-negotiables which create a supportive environment for everyone to have the opportunity to flourish:

1. We value others and treat everyone with respect and kindness.
2. We value our own learning and that of others.
3. We value our environment and have a safe, orderly and stimulating school.
4. We value ourselves and aim to become the best people we can be.

As a school which benefits from having a larger proportion of pupils with SEND as well as Chiltern class; a specialist provision for pupils with ASD, we are committed and regularly reviewing our principles and application of accessibility measures at our school.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils via a pupil voice meeting, parents via the PTA, staff members who are leaders of SEND and governors of the school.

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.

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	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated 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 • The curriculum is reviewed to make sure it meets the needs of all pupils	Quiet spaces available for children with SEND	Improve the availability of break and lunch time spaces which are designated as quiet spaces for designated pupils	NC and SR	Summer 2022	There are multiple break and lunch time clubs, supervised by staff, which provide quiet refuge for vulnerable pupils/pupils with SEND. These clubs are well attended.
		To improve the quality and consistency of adaptive teaching methods employed by staff	Focused CPD plan across summer term leading into a full CPD plan for 2023-24	AB and GD	Summer 2022	High quality and school development focused CPD which improves the quality of adaptive teaching practice

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Use of ear defenders in communal areas for Chiltern pupils where needed	Short Term Upgrade to external doors at the front and side of building (by lift) which are more wheelchair-accessible More accessible library with shelves at wheelchair-accessible height	Use of CIF funding process to improve stated physical environment	PR PR	September 2023 September 2023	External doors have fully functioning motor assisted opening mechanism to make it easier to enter and move to classrooms around the building if using the lift
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print and coloured paper/overlays resources • Pictorial or symbolic representations where necessary	Monitor and maintain good practice	Monitor and maintain good practice	NC	Ongoing	Provision supports the needs of pupils

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 Arnold Academy governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- School risk assessments
- Pyramid Schools Trust Health and safety policy
- Equality information and objectives policy
- Special educational needs (SEN) information report
- Pyramid Schools Trust SEND policy
- Pyramid Schools Trust Supporting pupils with medical conditions policy