

Accessibility Plan 2022-23

Reach Academy Feltham



Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose is to increase the extent to which disabled pupils can participate in the curriculum; improve the physical environment of the school to enable disabled persons to take better advantage of education, benefits, facilities and services provided; and improve the availability of accessible information to disabled pupils.

Approved by: Board of Trustees

Date: 29th September 2022

Next review due by: September 2023

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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 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; and
- 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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff 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 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.

This policy complies with our funding agreement and articles of association.

3. On-going 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	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Wherever possible and reasonable classrooms are organised for pupils with SEN or a disability</p> <p>Understanding and planning for additional time requirements</p> <p>Our school offers the use of centralised booklets which outlines the core knowledge that students require to access the curriculum.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>The environment is regularly audited to reduce all barriers to learning, achievement and full participation.</p>	<p>Pupils are able to gain access to all resources and stimuli which they need to order to reach their full potential</p>	<p>Pupils happy and fully engaged in their learning and making good or accelerated progress</p>

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The Leadership Team regularly monitors the delivery of the curriculum via learning walks which are undertaken on a lesson by lesson basis.</p> <p>CPD is focused on the delivery of the curriculum to guarantee that all of our students are exposed to the curriculum.</p> <p>Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of epipens.</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils wherever possible and reasonable.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Elevators ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Specialist equipment in food technology and 	<p>Signs are clear and understandable for pupils with visual impairment.</p>	<p>Ensure size and colour of signage is suitable Consider suitable placing of signs Signs clear and updated as required</p>	<p>Visually impaired students able to read and follow instructions on signage</p>

	<p>science rooms at wheelchair-accessible height.</p> <p>Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective.</p>			
<p>Improve the delivery of information to pupils with a disability</p> <p>Make sure disabled parents have every opportunity to be involved</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Induction loops • Pictorial or symbolic representations <p>Make available school brochures, school newsletters and other information for parents in alternative formats, if required.</p> <p>Utilise disabled parking spaces for disabled/designated to drop off and collect children.</p> <p>Arrange interpreters to communicate with deaf parents</p> <p>Offer a telephone call to explain letters home for some parents who need this</p> <p>Adopt a more proactive approach to identifying the</p>	<p>All staff receive appropriate training from external services</p> <p>All staff have access to student SEN profiles and SEN Support Plans which document student needs and how staff can assist</p> <p>Extra training is readily available upon request</p> <p>Entire school community can access all school communication and events.</p>	<p>Sustained and rapid progress made in all areas including literacy and numeracy</p> <p>Review all current school publications and promote the availability in different formats for those that require it</p>	<p>All 'at risk' groups broadly making the same progress as all other students.</p> <p>All families attend parents evenings/other key school events.</p>

	access requirements of disabled parents.			
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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 Chair of Governors.

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
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions