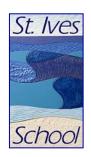


St Ives School

Accessibility Plan 2021-2023



School Name: St Ives School

Consultation: This policy has been written in line with DfE legislation

Dissemination: Shared Drive and Website

Date policy approved by Governors: March 2021 Date policy becomes effective: Immediately

Review date: March 2023

Person responsible for Implementation and Monitoring: Head of School Links to other relevant policies: Examination policies, SEND, Equality

Section 1: Introduction

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 students fairly and with respect. We are committed to providing access and opportunities for all students without discrimination of any kind.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school works in partnership with community and external agencies, as appropriate, to develop and implement our plan.

A range of stakeholders are routinely consulted to ensure that policies and procedures reflect the views of students, parents, Governors, staff and the wider community.

Section 2: Legislation and Guidance

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance for schools on the Equality Act 2010</u>.

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 <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aids or adjustments to the school premises.

Section 3: Action Plan

Aim	Current Good	Objectives	Planned	Responsible for	Timescale
	Practice	2.2,0000	Actions (for	implementation	
			further details	and evaluation	
			see school		
			development		
		_	plan)		
To increase	Differentiation	Ensure	Provide regular	DHT	Ongoing as
access to	of lesson	teachers plan	teacher and	(Curriculum)	part of CPD
the	activities and	effectively to	staff training		programme
curriculum for students	resources	meet the needs of all			21-23
with an	Student support	learners	Provide time		
additional	and wellbeing	icarricis	and resources	DHT	As above
need	is a priority	Further	for regular	(Curriculum)	7.5 45010
and/or		develop the	review and	(
disability	Curriculum	curriculum to	development		
_	resources	ensure if caters	of the		
	include	for all students	curriculum		
	examples of				
	people with	Widen the	Develop		
	disabilities	available	enhanced	DUT (D.)	
	Favorith discuss	support to all students to	pastoral care	DHT (Pastoral	Fa.,
	Equality issues are discussed	ensure every	and academic support systems	Care)	For September
	as part of the	child makes	sopport systems		2021
	curriculum in all	good progress	Further develop		2021
	subjects	in learning and	the student		
	,	personal	council and		
	Curriculum	development	include		
	progress is		equality as part	HoS	For
	carefully	Ensure student	of the standing		September
	tracked for all	voice is used	agenda		2021
	students, and	effectively to			
	for students	promote	Embed a whole		
	with SEND or a	equality	school		
	disability	Further embed	approach to teaching	HoS	
	Targets are set	teaching of	literacy	1.50	
	on an	literacy within			
	individual basis,	the curriculum	Embed robust		
	benchmarked		approaches to	HoS	For
	against	Improve the	support high		September
	national data	attendance of	attendance.		2021
		disadvantaged			
	The curriculum	students and			
	is reviewed				

	annually to ensure it meets the needs of all learners Exam access arrangements are used effectively to ensure students receive individual support	those with SEND			January 2021
Improve access to the physical environment	The school buildings and grounds have been adapted to the needs of students as required, including: Ramps, lifts, disabled parking, accessible toilets and changing facilities. Regular monitoring of accessibility Individual risk assessments	To ensure all students, staff, parents and school visitors have equal access to the school site	Annual review of use of one- way systems at lesson changeover times Annual review of buildings and grounds in line with individual needs, including those of new students	Premises Manager and HoS	Ongoing
Improve the accessibility of information provided for staff students, parents and carers	Our school uses a range of communication methods to ensure information and learning is accessible to all. These include: Clear internal signage and route marking Exam access arrangements Use of enlarged fonts Use of IT	To ensure that all stakeholders have equal access to school information	Training for all staff to raise awareness of accessibility and communication needs Review of administrative systems to ensure these promote equality of access Further develop the use of reading age assessments to	SENDCo Admin Manager Literacy Coordinator and SENDCo	September 2021 September 2021 May 2021

backgrounds resour	ure lesson purces are cessible to dents
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