



Shires MAT

Accessibility Plan

Approved, ratified and adopted by the Trustees (Trust Board) on 4th May 2022

A handwritten signature in blue ink, appearing to read 'mmylolo', with a horizontal line underneath.

..... Chair of Trustees

This policy will be reviewed every three years on or before 4th May 2025



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.

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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan will be reviewed in consultation with the:

- senior leadership team
- parents of any students involved



- staff
- governors

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA) “a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”.

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

Planning Duty 1

Increasing the extent to which disabled students can participate in the school curriculum

1. Provide training for all staff on differentiation of the curriculum as required
 - Provide training to all staff on how to ensure all students within each lesson access the lesson content.
 - Demonstrate how differentiation is built into each of the schemes of work
 - SLT and the SEND team to work with class teachers to ensure that all lessons are accessible to all students
 - Teaching staff to liaise with teaching assistants to discuss lesson content in advance so that support is fully utilised
2. Provide effective transition for disabled students through careful liaison with prior learning establishment.
 - Each subject area will provide suitable resources appropriate to each curriculum area
 - Use of online resources and IT provision to support pupils with access to the curriculum.
 - Where necessary, training to be provided to teachers of students with hearing difficulties on the use of visualisers that can be used in lessons. Also, consider the purchase of other technology that may support learning.
 - School to liaise with specialists and where necessary invite them in to meet with teachers of specific students to ensure their needs are met through a variety of teaching strategies and resources
3. Ensure equal access for disabled students to school clubs, school visits and extracurricular activities
 - Risk assessment and planning of trips to include accessibility references
 - Analyse extra-curricular activities to ensure inclusion of learning support students and students with disabilities
 - Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled students.
4. Ensure that all students feel supported and included within the school
 - Placed on the inclusion register, where necessary provide emotional support through learning mentors and counselling
 - Relevant professional within the school setting will ensure that we are providing support and access to curriculum for students with physical requirements

Planning Duty 2

1. Ensuring the physical environment of the school is suitable to increase the extent to which disabled students can take advantage of education and associated services:
 - The school has ramps/flat entry points to make ground floors accessible to all. Where new buildings are proposed lift access/modifications to support access for disabled persons will be incorporated.
 - Provide sufficient access for learning through ground floor classrooms and timetable planning.

Planning Duty 3

1. Improving the delivery of information to disabled students (and parents)

We will continue to

- Provide written materials in alternative formats as requested
- Provide reader pens when they support learning
- Continue to develop best practice links to background colours and the presentation of work to pupils needing support.
- Continue to discuss with parents how to best ensure we continue our support.

