



Eastlea
COMMUNITY SCHOOL

Accessibility Plan

Leadership Team Responsibility:	Assistant Headteacher Designated Safeguarding Lead Special Educational Needs Coordinator
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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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

At Eastlea Community School we are proud of our diverse and inclusive community. We are committed to providing a safe learning environment in which students feel secure, and where self-esteem, confidence and respect, both for self and for others, can be promoted whilst academic progress is made. We believe that all students benefit from a community that includes students with complex needs.

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.

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.

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 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 aid or adjustments to premises.

3. Action plan

The action plan, appendix 1, sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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 governing body

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives statement
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Appendix 1

Objective	Actions	Evidence	Person responsible	Timescale
Annual staff training to include Equality Act, disability awareness and medical information	Equality Act, disability awareness and medical information to be included in the safeguarding induction training for all staff	Training Slides Staff register Report to governors	Emma Lane	From September 2020
Anti Bullying policies, procedures and practices are implemented consistently and students feel safe at school	Review Anti Bullying policies and procedures. Staff training Student curriculum Parent information sessions	Policy Bullying Log Student Surveys Report to governors Parent feedback	Jess Carter	From September 2020
To improve the provision of ICT equipment for pupils with SEND	Audit current needs of all SEND students starting with resource provision. Research available ICT and associated programme Submit	Lesson Observation Student Survey Annual Review	Ana-Maria Grigore	Audit Autumn Term 2020 Action Plan Autumn Term 2020

	proposal with costings			
Review the structure and capacity of the Inclusion department to ensure it has the capacity to meet current need and the needs of future cohorts	Audit current need and current staff experience and capacity to identify gaps Submit proposal with costings	Proposal Leadership Minutes Governor Minutes	Emma Lane	Autumn Term 2020/2021
Physical Environment	Ensure daily checks take place and outcomes are communicated to maintain an accessible site Conduct accessibility audit to identify areas of the school that could be more accessible	Daily check records Communication logs Audit	Rebecca Gooby	On-going
Parental Communication	Increase access to information for parents through new website, parentmail and parental events	Data analysis for website and parental mail Registers and analysis of attendance for all parental events	Carlene Rowe	From September 2020