



Accessibility Plan

2024-2025

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1. Aims of the policy

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 staff and students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Lister Community School endorses the Inclusion definition that recognises that Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the needs of those with SEN and Disability.

Our school promotes inclusion and will take all reasonable steps to ensure that people with a disability or SEN are not discriminated against or treated less favourably than other people.

The school will work in partnership with the family and other agencies in the best interest of the student to maximise educational opportunity.

We are committed to continuing staff training to enable staff to be effective in the education of young people with Special Educational Needs and Disabilities.

We are committed to prioritising sufficient resources to support the actions identified in our accessibility policy and plan.

2. Legislation and guidance

This policy 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.

We 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 student. 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. Accessibility Plan

We arrived at actions in the plan by taking into consideration the following:

- The nature of our school's population for whom we plan
- A consideration of the impact of the school's existing plans and priorities

Student information includes a range of data:

- Students already in the school and moving through it
- The nature of the future intake (advance information from pre-school/primary school etc)

There will be regular audits of the school's strengths and weaknesses in working with students with a disability and students who come under the new codes for SEND. This might include:

- The level of staff awareness of Equalities legislation and the new codes for SEND
- The presence of students with a disability and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which students with a disability have limited or no access, the participation of students with a disability in after school clubs and school visits, parts of the school to which students with a disability have no or limited access.
- The impact on students with a disability, of the way the school is organised, for example, school's policies and procedures around the administration of medicines, time-tabling, Behaviour Policy, trips and teaching and learning.
- The physical environment of the school
- The curriculum

- The ways in which information is currently provided for students and parents (and other users of the school) with a disability

Outcomes for students with a disability including exams and end of key stage results and achievements in extracurricular activities

The plan was first drawn up under the Disability Equality Scheme (2006) and was informed by:

- The views and aspirations of students with a disability themselves
- The views and aspirations of the families of students with a disability
- The views and aspirations of other people with disabilities
- The priorities of the local authority

The plan addresses the three areas of improving:

- Access to the physical environment
- Access to education, benefits, facilities and services (the whole life of the school) and
- Access to information usually provided in written form

4. Accessibility Audit of Premises

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	3 (Ground, 1 st and 2nd). Staircases are kept clean, tidy and free from obstruction.	Premises team carry out regular site walks to maintain safe access	Mitie	Ongoing
Corridor access	Corridors are wide with clear access maintained at all times. Low gradient ramps in place for accessible access to the 1 st floor West.	Premises team carry out regular site walks to maintain safe access	Site Supervisors	Ongoing
Lifts	3 lifts available within the school for those with accessible needs. Controlled by card readers, all staff and identified students have access. Service level agreement in place to maintain all lifts.	Monthly inspection and annual service in place	Mitie	Ongoing
Parking bays	3 Disabled parking bays clearly marked and available for staff and visitors in the school car park. 3 Disabled bays in the front of the school (St Mary's Road) with no dropped curb, for short term visitors with a blue badge.	None required	Jamie Eyles	Ongoing
Entrances	The main school entrance has automatic doors, other external doors around the school have automated hold opens. Clear access maintained at all times.	Service level agreement in place to maintain all automatic doors	Mitie	Ongoing

5. Action Plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

There are 3 main areas covered:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

Aim	Current Good Practice	Objectives	Actions	Person Responsible	Date to be completed	Success criteria
Increase access to the curriculum for pupils with a disability	The curriculum is reviewed annually to ensure it meets the needs of all students.			AC/HP/NU	Annual	All students will meet or exceed expected levels of social, emotional and academic progress through an outstanding inclusive curriculum.
	Lister Community School offers an inclusive, differentiated curriculum for all students.			AC/HP/NU	Ongoing	
	Tailored provision is provided for students who benefit from a personalized provision in literacy, numeracy and life skills.			AC/HP/NU	Ongoing	
	Resources are tailored to the needs of students who require support to access the curriculum. Disability Week is celebrated.			AC/HP/NU	Ongoing	

	Progress is tracked for all students, including those with a disability.				Ongoing	
	Targets are set effectively and are appropriate for students with additional needs.			AC/HP/NU	Ongoing	
	Staff briefings and Teaching and Learning Briefings are used to share information about student needs and Quality first teaching for all.				As and when required	
	Educational Visits and events are planned with students needs in mind to ensure all students can access a range of curriculum experiences.			JJ	Ongoing	
Improve and maintain access to the physical environment (students, staff and visitors)	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Ramps - Lifts - Corridor width - Disabled Parking Bays - Disabled toilets and changing 	To ensure the 2023 expansion programme and all associated areas are fully accessible to all staff, students and visitors.	To ensure that accessibility of all i.e. lifts and ramps, are included in the planning conditions.	JE	May 2023	<p>The new building and the entire site is accessible to all students, staff and visitors.</p> <p>Students with disabilities are able to move around the school freely and are able to access lifts and</p>

	<p>facilities</p> <ul style="list-style-type: none"> - Library shelves at wheelchair accessible height - Height adjustable desks in classrooms and benches/sinks in Science labs, to accommodate wheelchair users 					ramps.
Improve the delivery of information to students and adults with a disability	<p>Use a range of communication methods to ensure information is accessible. Including:</p> <ul style="list-style-type: none"> - Internal signage - Large print resources - Large screens around the school - Hearing loops at reception for visitors - Pictorial or symbolic representations - Google classroom or other learning software e.g. Seneca 	<p>Develop a range of methods to ensure information is fully accessible to all students and staff.</p> <p>To continue to improve the communication of student needs or temporary disabilities that students are able to access the</p>	<p>Review our methods of communication to visitors to the school, taking in ot account the following:</p> <ul style="list-style-type: none"> - Braille - Induction loops <p>Inclusion team to provide students with cards to help them explain their medical need or disability (where required).</p>	<p>HP/NU/JE</p> <p>HP/NU</p>	<p>Ongoing and upon new diagnoses</p> <p>Ongoing</p>	<p>Students and adults with sensory impairments will be able to access, navigate and communicate within all areas of the school.</p> <p>All students with a medical need or a disability have a card (where required).</p>

		correct support.				
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