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**Accessibility Plan**

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| **ACADEMIC YEAR** | **AUTHOR** | **ROLE** | **DATE OF NEXT REVIEW** |
| 2021-2022 | Juan Fernandez | Headteacher | January 2022 |



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| Name of Policy | Accessibility Plan |
| Policy Level | Trust |
| Date of Issue  | July 2018 |
| Author | Board of Trustees |
| Date of Next Review | January 2021 |
| Signature | Dr Jonty Clark |
| Date of Signature | September 2018 |

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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.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the Trust 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 the Board of Trustees.

# 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.

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

# 3. Action Plan

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

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| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
| Increase access to the curriculum for students with a disability | All existing schools in our Trust offer a differentiated curriculum for all students.We use resources in those schools tailored to the needs of students who require support to access the curriculum.Curriculum resources include examples of people with disabilities.Curriculum progress is tracked for all students, including those with a disability.Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students. | Work with curriculum leads in other Trust schools to understand scope and expectations of the Trust around curriculum intent, implementation and impact.Work with other schools to procure full range of resources to support our students.Ensure that effective planning and assessment is in place to support the needs of individual students and their needs and to allow good levels of progression | Curriculum developed and audited with appointed teaching staff; costs of release time to be met where requiredProcure all necessary resources to support needs within the schoolPlanning proformas and monitoring arrangements to be shared with all teaching staffEnsure assessment system is fully installed and assessment cycle shared and implemented. | HT/Class TeachersHTHT/All teaching staff | Sept 2020Sept 2020Sept 2020Dec 2020 | Monitoring and student feedback confirms all students are accessing teaching and learningMonitoring ensures resources are in place and being used by staff/studentsPlanning proformas are completed successfullyAssessment data being collected and used for progression analysis |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of students as required.This includes:* Ramps
* Elevators
* Corridor width
* Disabled parking bays
* Disabled toilets and changing facilities
 | Phoenix site:Ensure maintenance of existing accessCommunicate access arrangements as requiredReef Way:Ensure compliance with building design plans and ensure any snags are dealt with prior to handover(Both of the above t be completed alongside support of ESCC Schools Building Maintenance Team) | Update accessibility plan upon entry into Reef Way site. | HT/ESCC Building Maintenance/Beckmead Trust Facilities Manager | Sept 2020Building handover date | Students, staff and visitors are able to physically access the siteBuilding Control signs off handoverSnagging completed |
| Improve the delivery of information to students with a disability | Our Trust uses a range of communication methods to ensure information is accessible. This includes:* Internal signage
* Large print resources
* Braille
* Induction loops
* Pictorial or symbolic representations.
 | Ensure that RA replicates and builds upon communication systems being used at other schools, according to needs of our students. | Visual timetables in all classroomsSignage & labelling in placeCommunicate in Print and other suitable software available to teaching staffRequirements and recommendations of professional agencies for individual students are implemented | Sept 2020Sept 2020Sept 2020Sept 2020 | Class teachersHT/Class TeachersHT/Trust IT leadHT/Class teachers | Monitoring – learning walks[ESCAL Communication Audit](https://www.sheffield.gov.uk/content/dam/sheffield/docs/schools-and-childcare/school-and-education-information/Owler%20Brook%20Communication%20Friendly%20Schools%20Audit.pdf) confirms best practice in place |

# 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 Board of Trustees.

At Roundwood School and Community Centre, the Plan will be reviewed by the Headteacher when we move into the Reef Way site, and the objectives updated accordingly.

# 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 (public sector equality duty) statement for publication
* Special educational needs (SEN) information report
* Supporting students with medical conditions policy

**Appendix 1: Accessibility Audit – Roundwood Site**

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| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
| Number of storeys | This is a single floor building with no barriers for wheelchair access | None | N/A | N/A |
| Corridor access | All corridors are accessible to all users | Ensure all corridors are kept clear | All staff | Ongoing |
| Lifts | N/A | None | N/A | N/A |
| Parking bays | All staff and visitors will park off site via on street parking.  | Advice given to visitors and staff | HT | Ongoing |
| Entrances | Entrance to The Roundwood School and Community Centre site is via an external gate. This will be manned by staff in the morning to support student access; during the day it is accessible via telecom. There are no issues around wheelchair access into the site.The school entrance is via a door with sloped access, allowing wheelchair users access as well. | Ensure all staff are aware of responsibilities around access onto school site | HT/All staff | Ongoing |
| Ramps | N/A | None | N/A | N/A |
| Toilets | 2 x student toilets (1 male, 1 female)1 x Adult/disabled toilet | Ensure all toilets are clearly marked and accessible | HT | Sept 2020 |
| Reception area | Reception area is a lobby, arranged in an ‘airlock’ system with inner door access controlled by electronic fob. | Ensure all staff have fob; ensure all protocols for entry and exit are communicated. | HT | Sept 2020 |
| Internal signage | Signage will be installed as required | Quality assure all signage is in place | HT | Sept 2020 |
| Emergency escape routes | There are two emergency exits; one into the external school grounds, and the other into the Phoenix Academy school building controlled by digilock/emergency break glass. Both are wheelchair compatible. | Ensure all evacuation routes are suitably communicated and associated protocols are in place, available and shared as required. | HT/ESCC Building Maintenance and Support Service | Sept 2020 |