Longcause Community Special School

ACCESSIBILITY POLICY

Signature of Head:	Anne Hutchinson
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Signature of Chair of Governors:	N/A
Date:	N/A
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C**ontents**

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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 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. Due to all of our pupils having an Education Health Care Plan, they are all considered to have a disability and our provision is set up to meet their needs. Throughout this policy the reference will be 'all pupils' rather than 'disabled pupils'.

We are committed to giving all of our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. Longcause School promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils:

- girls and boys;
- minority ethnic and faith groups;
- pupils who need support to learn English as an additional language;
- pupils who are at risk of disaffection or exclusion
- pupils with special educational needs (all of our pupils);

Whilst all of our children have learning difficulties, some also have a range of additional needs. These include pupils who have physical disabilities; those on the autistic spectrum; pupils who have visual or hearing difficulties; those who need help with feeding and / or toileting; those on special diets; those who are diagnosed as epileptic; have ADHD or who have difficulty with dyslexia, dyspraxia, gross and fine motor skills. We collect information from previous schools, so that we are prepared for pupils when they arrive in school. We liaise with parents and professionals involved with the pupils to ensure we provide the right care for their needs.

We will continue to increase the extent to which disabled (all) pupils can participate in the school curriculum:

- Draw on the expertise of external agencies to provide specialist advice and support.
- ELT has an overview of the needs of all pupils.
- Ensure there are high expectations.
- Ensure there is appropriate deployment and training of support staff
- Share successful practice within the school.
- Work with partner schools through Special Schools Heads Partnership

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, the complaints procedure sets out the process for raising these concerns.

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.

- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:
- Whilst our school is extremely accessible we need to continue to improve the physical environment of the school to increase the extent to which all pupils can take advantage of education and associated services.
- Ensure that any adaptations to the school increases accessibility and address priorities identified in the accessibility audit.
- Include accessibility in the school improvement plan
- Ensure any repairs and replacements to fixtures and fittings increase accessibility
- Ensure that colour contrast throughout the school is maintained within the rolling programme of redecoration.
- We will make reasonable adjustments as needed to support the needs of our pupils as and when required.

3. Action plan

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

Due to all of our pupils having an Education Health Care Plan, they are all considered to have a disability and our provision is set up to meet their needs.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a broad and balanced curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils	All school visits and trips need to be accessible to all pupils Regularly review Physical Development provision to ensure it is accessible to all pupils Ensure support staff have specific training on disability issues Maintain high expectations for all of our pupils with aspirational end goals as they move into Post 16	Ensure Risk assessments cater for all pupil needs and no pupils are excluded from planned activities Specialist PE staff review and deliver a bespoke Physical Development curriculum Staff are continually up to date with training as new pupils start/ needs change Ensure EHCP outcomes and curriculum provision are aspirational and considered in consultation with families	SLT PE subject leaders SLT SLT	Ongoing Annually Ongoing ongoing	All pupils are able to access all school trips and take part in a wide range of activities All pupils have access to PE and regular physical activity throughout the school day are able to excel Raised confidence of all staff in meeting pupil needs across the school Pupil progress towards EHCP outcomes is successful

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Ramped areas Lifts Corridor width Disabled parking bay Disabled toilets Adjustable fittings to desks if required EVAC chairs		We have purchased height adjustable tables and chairs We are having our lift refurbished in the summer hols Outside and inside visual aids on steps to highlight that it has an edge Disability swing in primary			

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils and their families	Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal signage - Large print resources - Braille - Portable hearing loop - Pictorial or symbolic representations - Family team support- to read documents as required - Family team support to complete documents as required	Pupils and families are fully informed about school events	Ensure all pupils and families receive handouts, timetables, notices, texts, emails, Class Dojo notifications for information about school events Ensure information is available in an appropriate format which takes account of pupils' disabilities and the needs of the family, e.g. large print, in simplified language, through sign language, verbally etc as necessary.	Class teachers and Family Team Class teachers and Family Team	Ongoing ongoing	All pupils and families receive information about school events in a a range of ways in a format that is appropriate and accessible

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:

- 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 pupils with medical conditions policy
- Curriculum Policy