

INVICTUS

Education Trust



Accessibility Plan 2024-2027

Document Control and Version Control

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

At Crestwood School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

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, which can be found on our website, 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, including pupils, parents, staff and local academy committee members of the school.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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. Action plan

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

| Aim | Current Good Practice Include Established Practice, And Practice Under Development | Objectives State Short, Medium and Long-Term Objectives | Actions To Be Taken | Person Responsible | Date To Complete Actions By | Success Criteria |
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| 1. Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> • Our school offers a differentiated 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, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs | <p>To liaise with Primary school feeders to review intake each September</p> <p>To establish close liaison with pupils, parents and outside agencies for pupils with ongoing health needs.</p> <p>Advice from Specialist advisory teachers implemented to allow for full access to the curriculum for all pupils</p> | <p>To identify pupils who may need additional to or different from usual provision</p> <p>To ensure collaboration between all key personnel and stakeholders.</p> <p>CPD for all staff to be embedded, A differentiated curriculum in place, A range of support staff to support students with individual needs, Multisensory activities within the learning environment Use of specialised equipment where applicable</p> | <p>SLT SENCo</p> <p>SLT SENCo</p> <p>SLT SENCo All staff</p> | <p>Ongoing</p> | <p>Support is in place to consider students individual needs to support a smooth transition.</p> <p>To ensure we are following a clear collaborative working approach.</p> <p>Advice taken and strategies evident in classroom practice</p> |

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| | <ul style="list-style-type: none"> • The curriculum is reviewed to make sure it meets the needs of all pupils • To liaise with Primary school feeders to review intake • To review all policies to ensure that they reflect inclusive practice and procedure. • To establish close liaison with parents • To establish close liaison with outside agencies for pupils with ongoing health needs • To ensure full access to the curriculum for all pupil | | | | | |
| <p>2. Improve and maintain access to the physical environment of the school</p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width | <p>Site manager and SENDCO to complete audit of site and list requirements needed</p> | <p>The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site</p> | <p>SLT SENDCO Site manager SLT</p> | <p>Ongoing</p> | <p>Enabling individual students needs to be met where possible</p> <p>Colourful lively, informative displays in</p> |

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| | <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>Ensure visually stimulating environment</p> | | and premises, such as improving access, lighting, facilities and fittings | | | classrooms and shared areas. |
| 3. Improve the delivery of information to pupils with a disability and their parents or carers | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops <p>Pictorial or symbolic representations</p> | Ensuring disabled parents have every opportunity to be involved within their child's education and wider school life | <p>Asthma/Epilepsy/Diabetes policies are followed</p> <p>Rules on medication are followed</p> <p>Care plans are drawn up with support from school nurse</p> <p>We have staff who are trained first aiders across all departments in school</p> | Site manager SLT | Ongoing | <p>Ensuring disabled parents have every opportunity to be involved.</p> <p>Disabled pupils are listened to and their opinions valued.</p> <p>School caters for individual medical needs.</p> |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Deputy CEO and approved by the Executive Team.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy