Statutory Policy	
Approved by	Head
Website	Y
Email	Y

Accessibility plan

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Approved by and Position	L Mathie – Head Teacher
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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

At Battling Brook we aim to treat all pupils fairly and with respect. Our key objective is to reduce and eliminate barriers that allows access to the curriculum and to full participation in the school for all pupils. We are committed to ensuring that all pupils have the opportunity to achieve the highest standards. This involves providing access and opportunities for all pupils without discrimination of any kind. We have high expectations of all children and offer a broad and balanced curriculum that supports the achievements, attitudes and well-being of all our pupils irrespective of ethnicity, faith, attainment, age disability, gender or background.

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 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 the school SENCo, Head Teacher, Business Manager and Trustees.

Through this, our action plan ensures that;

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- Disabled pupils have access to extra-curricular activities

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.

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	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 an adapted curriculum for all pupils • Suitable learning challenges are set for all children • 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 • The curriculum is reviewed to make sure it meets the needs of all pupils • Overcoming potential barriers to learning and assessment for individuals and groups of pupils • different methods of recording and learning are encouraged	School offers a broad and balanced curriculum and have high expectations for all children.	All staff have worked to develop a curriculum that meets the needs of our pupils.	Subject Leaders SLT SENCo	Ongoing	The school's curriculum and resources meet the needs of all learners.
Improve and maintain access to the physical environment	The school is committed to providing a fully accessible site. We have; • installed entry/exit automatic low level door pads at the main Frederick Avenue entrance	For the school to provide a fully accessible site	Continue to monitor the integrity of the school site in order to ensure that accessibility	SENCo Head Teacher Business Manager	Ongoing August, yearly	School site is fully accessible to all pupils and removes any barriers to accessing the

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• installed ramps to give full access to and from the building at both entrances • ensured modules have a wide doorway entry/exit and toilet facilities access • ensured disabled parking is available • installed wide tarmac paths to new modules for ease of access		remains safe and useable. Ensure that prior to new intake site is assessed in order to meet the needs of any new pupils.			learning environment.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • installed reflective window covering and blinds to improved classroom privacy and reduce glare and bright light • ensured access to whiteboards and improved classroom lighting for visually impaired pupils • a sound system that supports hearing for impaired pupils in the main school hall • Close working links with Specialist Teaching Services for children with Hearing and Vision Impairments in order to receive the correct resources of support	To ensure that information is accessible to all.	Work individually with pupils to ensure that information is relayed in the most appropriate form. This includes liaising with external agencies such as the vision and hearing impairment team to adapt resources where necessary.	SENCo	Yearly and ongoing	All pupils have access to appropriate resources that are adapted to their needs.

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 SENCo.

It will be approved by the Trust Board and Head Teacher.

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
- SEND policy
- Supporting pupils with medical conditions policy
- Inclusion Strategy