



Accessibility Policy

DETAILS OF POLICY

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| Original policy created by: | Andy Coates |
| Date of most recent review: | February 2025 |
| Reason for review: | Update |
| Adopted by: | SLT |
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| Parties communicated to: | All stakeholders |
| Methods of Communication: | School intranet, website, induction |
| | |
| Next planned review date: | February 2026 |
| Persons responsible for audit review of policy: | Whole staff group |

At SwitchED 2 our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Head Teacher is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

SwitchED 2 is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The SwitchED 2 Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory

impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The SwitchED 2 Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Head Teacher. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed and will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through staff training events.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **Head Teacher**
- **School Business Manager**
- **Teaching and Learning Leads**

Improving Physical Access_

ACCESSIBILITY PLAN

| Ref | Targets | Strategies | Timeframe | Outcome | Goals achieved |
|-----|---|--|----------------|---|--|
| 1 | Enable disabled pupils and visitors to move more easily around school | Keep decking clear from obstructions. | Ongoing | Easy safe access to classrooms for all pupils and visitors with a disability | Improved access around school site |
| 2 | Enable disabled visitors to access the teaching facilities | Review access doorways Consider manufacture of temporary ramp | Achieved | Enable wheelchair users to access building independently | Improved access to school site. All teaching areas are accessible via ramps and level access |
| 3 | Enable disabled visitors to park within a reasonable distance of the school | Spaces to be provided | Achieved | Improved parking facilities for people with mobility difficulties | Improved access to school site |
| 4 | Provide accessible toilet facilities for disabled pupils and visitors | Identify location within the new building plans | September 2024 | Improved facilities for disabled pupils and visitors. | New building plans for purpose built school replicating our current format. |
| 5 | Changing and Shower facilities | To provide an alternative accommodation. | Achieved | Temporary accommodation currently in place and permanent premises in the planning process | Changing and shower facilities provided and accessible at all times |

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ACCESSIBILITY PLAN

Improving Curriculum Access

| Ref | Targets | Strategies | Time Scale | Outcome | Goals achieved |
|-----|--|--|----------------|---|---|
| 1 | Differentiation in Teaching | HT to monitor quality of differentiation and provision for SEND pupils. | Continuous | Staff are aware how to plan and deliver several levels of lesson plans during each session | Students achieve accreditation in a range of subjects |
| 2 | Classrooms are organised to promote the participation and independence of all pupils | Carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class. | Continuous | Facilities in place to ensure timely participation in classroom and outdoor activities | All pupils access an agreed curriculum leading to successful accreditation . All resources are requested at staff meetings held on Tuesday and authorised by SLT on Thursday |
| 3 | <p>Ensure existing and new teaching staff joining the School have the knowledge and understanding required to support disabled pupils.</p> <p>Identifying the specific needs of disabled pupils joining the school in accessing the curriculum</p> | <p>Periodic training of all staff in providing support to pupils with SEND</p> <p>Periodic training of all staff in disability discrimination awareness.</p> <p>Regular review of students to identify issues and develop appropriate strategies</p> | Ongoing | <p>Staff confidence in providing appropriate teaching and support for disabled pupils</p> <p>Staff awareness of disability discrimination</p> <p>Disabled pupils are able access the curriculum and activities on offer</p> | <p>Flexible approach to disabled pupils</p> <p>Success of disabled pupils in accreditation</p> <p>Effective SEN support to individual pupils with clear personalised action plans</p> |

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ACCESSIBILITY PLAN

Improving the Delivery of Information

| Ref | Targets | Strategies | Time Scale | Outcome | Goals achieved |
|-----|--|--|------------|---|--|
| 1 | Ensuring availability of written material in alternative formats | Research sources of alternative formats, including use of coloured backgrounds to aid dyslexic pupils, including costings. | Achieved | Written information on alternative formats to be made available as required | Delivery of information to disabled pupils is improved |
| 2 | Ensure appropriate software in use to aid the use of computers by visually impaired pupils and staff | Research and installation via EdIT | Achieved | Visually impaired pupils and staff have greater access to computer facilities | Delivery of information to disabled pupils is improved |
| 3 | Ensure staff know what resources are available and what support they have | Training and awareness sessions | Continuous | Better provision of teaching aids | Pupils better catered for |
| 4 | Medical needs of pupils of pupils identified – maintain staff awareness of provision of resources for pupils with disabilities | Use CPD to continually update staff | Continuous | Excellent provision of resources for disabled pupils | Pupils and parents pleased with provision |

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|---|--|--|------------|---|---------------------------|
| 5 | Ensure support is available to aid learning of those pupils identified with dyslexia | Pupils and parents effectively supported including through the use of coloured backgrounds Scribes to be made available if required | Continuous | Pupils work and organisational skills benefit from the support provided | Pupils properly supported |
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