



Accessibility Plan

July 2021

Date of approval:

September 2021

Approved by:

Local Academy Board

Date of next review:

July 2024



1. Aims

Schools/ Academies 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.

The school/ academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Equality Objectives, are:

1. To achieve or better national average attendance **for all specific groups**.
2. To further narrow gaps between Ellesmere Park High School pupil premium discrete sub groups in progress and other children nationally.

The plan will be made available online on the school website, and paper copies are available upon request. The Trust and the school / Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school /Academy supports any available partnerships to develop and implement the plan in the Consilium Academy Trust and the Local Authority.

The Trust 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.

2. Legislation & 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.

The School /Academy will make 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.

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

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 Local Academy Board

5. Links with other policies

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

- Health & Safety Policy
- Equality Policy
- SEND Policy
- Supporting Pupils with Medical Needs Policy

3. Action plan

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

Targets	Strategies	Timescale	Responsibility	Success Criteria
To liaise with primary schools to identify intake for Sept 2021	Identify and plan for students with disability for Sept 2021	Long term – every September transition	SENDCO/Physical Health Coordinator/ Head of Year 7	Plans, procedures, equipment and staffing all in place to meet the needs of students.
To develop a more effective procedure of identifying needs for mid- year transfers	Specific paperwork to highlight relevant questions and follow ups with student, parents and other professionals	Ongoing	SENDCO/Physical Health Coordinator/ Pastoral Deputy Headteacher	All newly arrived students' needs are understood and met.
To monitor the attendance of disabled students and to intervene when appropriate	Liaison between Heads of Year, Family Support Worker, SENDCO and relevant professionals	Ongoing	Heads of Year/ Attendance Officer	Disabled students and those with SEND are identified if attendance is an issue and interventions put in place. Attendance to be in line with peers.
To finely review attainment of all students with additional needs	Scrutiny of assessment data and	Mid to long term September	Special Needs Coordinator/ Middle Leaders/	Good progress towards meeting targets. Underachievement identified and intervention actioned

	discussions with SLT and Directors of Learning	2020 and through the academic years of 20-21,21-22, 22-23	Head of Faculty/ Class Teachers	
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	SENDCO/Physical Health Coordinator	Students with medical conditions play a full and active part in school life. Students with medical conditions make good progress.
Ensuring those parents with disabilities have every opportunity to be involved in school life and in the progress of their children	Identify through data collection of medical needs and any disabilities of parents to ensure full and appropriate	With immediate effect and to be constantly reviewed	Whole school team from office staff through to SLT	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	access to school and staff This will include the families of Young Carers			
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