



**NORTHFLEET SCHOOL FOR GIRLS
CO-OPERATIVE LEARNING TRUST**

Accessibility Plan

Date of Policy: September 2020

Member of staff responsible: Chris Norwood/Andy Jarrett

Reviewed: September 2020

Ratified by Governors:

Review Date: September 2023

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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.

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

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and visitors.

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 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.

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.

3. Provision plan

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

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure access to the curriculum for pupils with a disability	<p>All students are able to access all rooms – including specialist areas.</p> <p>The curriculum is designed to allow suitable adaptations for special needs and disabilities</p> <p>Inclusion support is available to help students overcome barriers to learning in the classrooms.</p> <p>Student target setting takes into account a wide range of abilities and allows for all to succeed</p> <p>Staff training includes support for students</p>	To review the impact of all of the above measures continuously so that all students achieve at or above their potential.	Yearly review of CPD/QA and T&L strategies to ensure they meet the needs of all students including disabled.	CN/JDS	Ongoing	Disabled students make at least as good progress as their peers (positive P8).

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	with a range of barriers including special needs and disabilities.					
Maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To ensure continued effective access to these facilities.	Ongoing maintenance and service schedule to be adhered to.	AJ	N/A	All relevant equipment and facilities remain in good operation.
Ensure effective delivery of information to pupils with a disability	<p>Our school uses a very wide range of media to communicate with students and parents including;</p> <ul style="list-style-type: none"> - Print - Video - Social media 	Regular review of communication with relevant parents and students as to the effectiveness and accessibility of communication.	Parent survey to check accessibility of communication methods.	CN/MB/LR	Feb 2021	90% of parents feel communication methods are clear and effective.

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	<ul style="list-style-type: none"> - School gateway - Phone calls <p>School displays take into account current disability guidance including visually impaired.</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 approved by the leadership sub-committee

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
- Medical conditions policy

Appendix 1: Accessibility audit

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	2			
Corridor access	Wheelchair friendly corridors allowing 2 way traffic	None		
Lifts	All domains have lift access available for all classrooms.	Some lifts require signs to show where access keys are located. 1 card controlled lift is located in C&C	A.Jarrett	Dec 2020
Parking bays	10 Disabled parking bays are available across 2 carparks with DDA compliant drop kerbs.	Review clarity of marking with inspections.	A.Jarrett	Ongoing

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Entrances	All entrances are wheel chair friendly. With level hard standings.	None	A.Jarrett	Ongoing
Ramps	1 internal ramp floor laid to DDA specification for gradient and landing.	None	A.Jarrett	Ongoing
Toilets	Both disabled and ambulant toilets are located throughout the whole school in all domains and teaching areas.	None	A.Jarrett	Ongoing
Reception area	Automatic door entry with level floors and access to disabled toilet.	None	A.Jarrett	Ongoing
Internal signage	Clear signage throughout the building. Some with the addition of brail for room numbers.	None	A.Jarrett	Ongoing
Emergency escape routes	All clearly marked and locations throughout benefiting from alarm call point intercoms and Evac chairs.	None	A.Jarrett	Ongoing