



ACCESSIBILITY PLAN

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.

Our principles and values for equality and inclusion are to::

- be an inclusive school,
- remove any factors which are barriers to including any pupils with a disability,
- ensure resources enable all pupils to access the curriculum,
- ensure staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues,
- work with parents, the wider community and multi-disciplinary teams,
- ensure that the premises are fit for purpose in terms of accessibility,
- regularly assessing the premises for accessibility thus being aware of any changes were they to be required,
- make funds available to make premises changes when needed,

Our 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, including MKLA.

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 pupils, parents, staff and governors 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



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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.



ACTION PLAN 2023 - 2026

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 | TIMEFRAME | SUCCESS CRITERIA |
|--|--|---|--|------------------------------------|--|
| 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 The curriculum is reviewed to make sure it meets the needs of all pupils | <p>To further increase curriculum resources which include examples of people with disabilities</p> | <p>Reading Manager:</p> <ul style="list-style-type: none"> Review books available in the library and class novels <p>Subject Managers:</p> <ul style="list-style-type: none"> Review curriculum content to increase examples of people with disabilities | <p>Annually</p> <p>Annually</p> | <ul style="list-style-type: none"> Do books in library include a variety of disabilities? Curriculum overviews identify where people with disabilities are taught? |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils and adults as required. This includes:</p> <ul style="list-style-type: none"> Platform lifts Lifts Corridor width Disabled parking bays Disabled toilets Library shelves at wheelchair-accessible height Evac chair | <p>To ensure the maintenance of ramps and lifts to be accessible for pupils and adults if required</p> <p>To ensure disabled toilet is in good working order and accessible to pupils and adults if required</p> <p>To ensure outside areas accessible to wheel chair users</p> | <p>School Business Manager to ensure all termly services/checks are carried out and any works identified completed in a timely manager.</p> <p>School Business Manager and Site Agents complete health and safety walk of outside areas to ensure safety for all</p> | <p>Termly</p> <p>Termly</p> | <p>Are the platform lifts and lift in good working order?</p> <p>Is the disabled toilet accessible and in full working order?</p> <p>Are all areas accessible to wheelchair users?</p> |