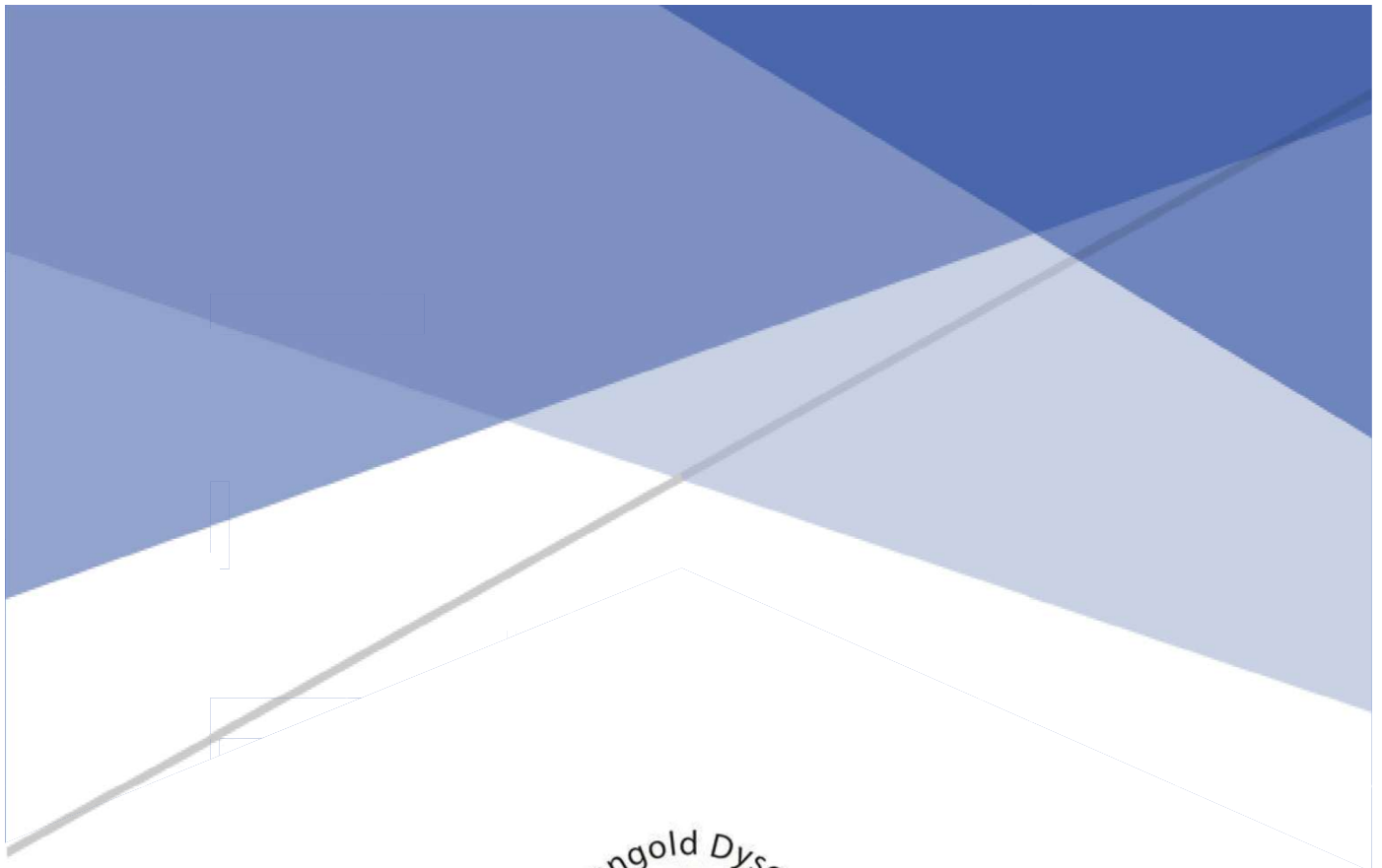




ACCESSIBILITY PLAN 2023



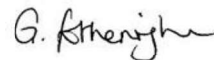
Management log

Document Accessibility Policy
Author Gemma Bradford
Person responsible for the policy Gemma Bradford
Date approved 25th September 2022
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Review period Every three-years
Next review Autumn 2025
Reviewer G Fotheringham

Signed Signed



Dot Perkins



Gill Fotheringham

Chair of the Local Governing Body

Headteacher

Document history

Version	Date authored	Author	Date approved	Date issued	Comments
V1	May 2020	G Bradford	15 May 2020	15 May 2020	Ensure school is accessible
V2	Sept 2022	G Bradford	25 Sept 2022	26 Sept 2022	Update on new format and to ensure the school is accessible for all stakeholders.

Policy	Website link
Accessibility plan	https://www.langold-dyscarr.org/policies/ ¹
Behaviour	https://www.langold-dyscarr.org/policies/
Child protection	https://www.langold-dyscarr.org/policies/
Complaints	http://www.shine-mat.com/pupil-welfare/
Equality	http://www.shine-mat.com/pupil-welfare/

¹ Should any of the named policies not be available through the website – please seek a copy from the school office

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1. Equality

1.1 The SHINE Multi Academy Trust (SHINE) and its academies are committed to promoting equal opportunities and all stakeholders² will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics).

2. Accessibility Plan

² SHINE defines stakeholders as anyone who is invested in the welfare and success of SHINE and its pupils, including premises staff, administrators, teachers, support staff, pupils, parents/carers, families, community members, businesses, and elected officials such as school board members, city councillors, and state representatives.

3. 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.

Langold Dyscarr Community School has adopted this plan in line with the school's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. 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.

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 the SENCO, staff, governors of the school and the Shine Trust.

4. 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.

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and shows how we will increase the extent to which pupils participate in the school's curriculum.

Short term Actions

Targets	Actions to be taken	Person responsible	Monitoring	Timeline	Intended Impact
To ensure pupils with disabilities receive full access to the curriculum.	Develop a sensory room within school to provide a calming quiet place for those pupils with autism or who have social and emotional difficulties.	SENCO	Take Care Team to initiate and work on the plan.	To be incorporated in to the Take Care action plan 2019-2020.	School has a working sensory room that is accessible to all pupils in school.
	Ensure school visits are fully inclusive for pupils with disabilities.	Class teachers	SENCO		
	Staff are trained with up-to-date information regarding the teaching of pupils with disabilities.	SENCO	SENCO/Headteacher Review of training in place in relation to specific pupils in school.	Ongoing	Staff have increased expertise in working with pupils who have disabilities.

To ensure classrooms are fully accessible for pupils with disabilities.	Staff to consider their seating plans so that pupils and staff can navigate the classroom safely.	SENCO	To be incorporated into the health and safety walk which is conducted termly.	Ongoing from September 2020.	Pupils and staff are safe. The needs of staff and pupils are met.
The physical environment of the school is safe for all users.	To ensure all steps have contrasting edging, to repaint if necessary. To ensure nosing is painted on any uneven surface e.g entering the school hall.	Site manager	Reviewed yearly by school business manager.	Yearly from Term 2020.	All pupils, staff and visitors navigate the school safely and are free from tripping hazards.

Medium Term Actions

Targets	Actions to be taken	Person responsible	Monitoring	Timeline	Intended Impact
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To ensure the learning environment is accessible for all pupils.	Be aware of the access needs of disabled children, staff, governors, parents/carers and visitors. Ensure that any changes to the school allow access for all children, staff and visitors.	SENCO/Headteacher/School Business Manager. School Business Manager.	SENCO/Headteacher/School Business Manager Headteacher/School Business Manager	As required	Plans in place for children as appropriate and all staff aware of children's needs. Future changes to the school further enhance access for all children, staff and visitors. Visitors with disabilities are able to gain access to the school site independently.
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To ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	Place a sign in reception stating that information can be provided in other formats or translated in to other languages. The school will begin to develop a uniformed approach to having appropriate signs and symbols in every area of school. Develop through the use of Communication in print.	SENCO	Delegate through the Take Care Team.	To be incorporated in to the Take Care action plan 2019/2020.	The school environment has a variety of signs and symbols. Pupils increasingly use these around school.
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Targets	Actions to be taken	Person responsible	Monitoring	Timeline	Intended Impact
			Head of school		

To improve access to the school for disabled pupils, staff and visitors.	Provide a ramp at the KS2 entrance to the school to improve access particularly in relation to fore evacuation.	School business manager	SENCO	To be considered during the next three years.	The school building is fully accessible
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Long Term Actions

To improve access within the school building.	To consider automatic internal doors.	School business manager	Head of school SENCO	To be considered during the next three years.	Those with physical disabilities have more independence.

6. 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 governing body.

7. 5. Links with other policies

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

- Risk assessment policy
- SHINE Health and safety policy
- SHINE Keeping our academies safe
- SHINE Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Intimate Care Policy

