



Accessibility Plan

Great Kimble C of E School

Approved by: Trust Board

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1. Aims

The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality and to make reasonable adjustments for children, staff and visitors with a disability.

The Great Learners Trust is committed to promoting the elimination of harassment of disabled people, positive attitudes and encouraging the participation of disabled people in public life.

The trust's school sites present a number of difficulties for physical access as many of the building's pre-date current expectations for public buildings. Some areas of the sites remain a less than optimum location for children, staff and visitors requiring full accessibility assistance.

Nevertheless, substantial improvements can be considered, the aims of which can be summarised as:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to pupils with disabilities

Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan (as outlined at appendix 1) and each trust school will address these aims through their plan which will be made available online on the school website, paper copies being available upon request.

The trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust's complaints procedure covers the school accessibility plans. If you have any concerns relating to accessibility in a school, this procedure sets out the process for raising these concerns.

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 and trusts 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.

Physical or mental impairment can include sensory impairments such as those affecting sight or hearing.

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 test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. 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.

3. Monitoring arrangements

This accessibility policy will be reviewed annually by the board of trustees. The responsibility for the accessibility action plan lies with the local Governing Board and Head Teacher. It is a requirement that the school's accessibility action plan is resourced, implemented, and reviewed and revised as necessary.

4. Links with other policies

This policy is not a standalone document but should be considered alongside other school policies and documents, including:

- Risk assessment policy
- Health and safety policy
- Critical Incident and Emergency Plan
- SEND policy
- Special educational needs (SEN) information report
- Supporting children with medical conditions policy
- Equality information and objectives
- Complaints and resolutions policy

Appendix 1. Great Kimble accessibility action plan

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	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated / scaffolded curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • 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 • Where necessary, pupils have a 1:1 adult to support with curriculum access • Additional time for work / assessments 	<p>Pupils achieve in line with their peers</p> <p>Pupils make at least expected progress</p> <p>Pupils enjoy the curriculum and are able to retain facts and knowledge</p>	<p>Teachers to plan in differentiation and scaffolds subject to subject</p> <p>Teachers to provide OAP for pupils</p> <p>Teachers to update support plans and carefully monitor progress</p>	<p>Teachers – SENDCO to monitor and support</p> <p>Subject leads</p>	<p>Ongoing</p>	<p>Pupils achieve in line with their peers</p> <p>Pupils make at least expected progress</p> <p>Pupils enjoy the curriculum and are able to retain facts and knowledge</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and 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 • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Pupils can move around the school with ease</p> <p>Pupils are independent</p>	No action needed	N/A	N/A	<p>Pupils can move around the school with ease</p> <p>Pupils are independent</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of coloured paper / overlays paper • Pictorial or symbolic representations 	<p>Pupils learning is not narrowed.</p> <p>Pupils access learning with increased independence and confidence.</p>	Specific communication needs to be included on support plans	SENDCO / Class teacher	Ongoing	<p>Pupils learning is not narrowed.</p> <p>Pupils access learning with increased independence and confidence.</p>