



Governor Lead: Carlos Pittol

Staff Member Lead: Vicki Chiverton

Status & Review Cycle: Statutory 3 yearly

Next Review Date: September 2027



St Jude's Church of England Schools Federation

Excellence in education, kindness in the community, courage through faith.

ACCESSIBILITY PLAN

This school is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment. We aim to foster good relations between all members of the school community, ensuring they are treated equally and without prejudice.

Introduction

This accessibility plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. It sets out how the school will improve equality of opportunity for disabled people.

Aims

The aim of the Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils (and prospective pupils) with a disability.

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](#)

Definition of Disability:

Disability is defined by the Disability Discrimination Act (1995) as:

'A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effects on his or her ability to carry out 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.

Aim	To ensure access to the curriculum for pupils with a disability	
Lead	Actions	Success criteria
EVC	<ul style="list-style-type: none"> • Ensure school trips are accessible to all • Adults to have visited the venue so that a knowledgeable risk assessment can be written • Risk assessments are in place • Consideration is given to any adjustments that need to be made for pupils with a disability 	<ul style="list-style-type: none"> • All pupils have accessed trips this year and individual risk assessments and trip risk assessments have been in place. • Additional swimming arrangements made for pupils with SEND and those who are not competent swimmers.
Leadership incl. SENDCos	<ul style="list-style-type: none"> • To increase the confidence of staff to meet the learning needs of all disabled children • Provide relevant training for all staff • Ensure teaching and learning is differentiated where needed to meet the needs of all pupils • Meetings with relevant professionals i.e. health to ensure that provision is in place • Staff to report and record any form of discrimination to Co-HTs • Termly analysis of attainment data • Ensure all staff have read Equality, Diversity and Inclusion policy and Accessibility Plan and are committed to its implementation • To ensure that the appropriate resources are in place for children with a disability e.g. <ul style="list-style-type: none"> ○ specialist equipment in classes ○ adapted resources ○ child friendly one-page profile. ○ visual resources, timetables • To ensure that all communication with parents/carers is accessible and easy to understand 	<ul style="list-style-type: none"> • Deputy Head/SENDCo's support with curriculum planning enables all teachers to feel confident in providing the right support and targeted learning for pupils' needs. • Analysis of attainment shows that all pupils are making expected progress from their starting points. • Equality, Diversity and Inclusion policy is updated and approved and discussed by governors at Education committee. • Classroom environment is accessible for all pupils and adaptations are made for those with SEND. • Parent communication is clear and not full of education language that is not accessible, resulting in parents knowing what provision is offered to their child and the progress they are making.
Aim	Improve and maintain access to the physical environment	
Site Managers	<ul style="list-style-type: none"> • Ensure all fire escapes are suitable for all and that disabled staff and pupils can evacuate the building safely. 	<ul style="list-style-type: none"> • Fire evacuation procedures are reviewed and updated following the termly drill, if required

	<ul style="list-style-type: none"> • Review fire evacuation procedures termly. • School evacuation is practised termly • Provide wheelchair access to all buildings • Consider classroom organisation • Access ramps to be installed when required • Changes in floor level are clearly marked • Disabled members of the community have an allocated place to park 	<ul style="list-style-type: none"> • Regular H&S walks take place with designated governor and site managers, meaning that all risks are acknowledged and addressed. • School premises are safe and accessible for all. • Ramps to be situated around school where needed
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Monitoring and Reviewing

The implementation of this plan is monitored by the Headteacher and by Governors through the Education Committee to evaluate its implementation and effectiveness. This plan will be reviewed every three years, or earlier if the need arises. This policy will be promoted and implemented throughout the school.