



# Accessibility Policy

This policy is updated and approved by the Governing Body every 3 years

This version was approved May 2022

The next update will be June 2023

Approved: Mrs S Driscoll – Chair of Governors

Approved: Mr N. Pledger – Headteacher

*Signed copies held on school file*

# Accessibility Policy

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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

Sir Thomas Fremantle School aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life. This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills.
- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of students within the school. These groups include:

- Boys and girls
- Students from minority faiths, ethnicities, travellers, asylum seekers and refugees
- Students who have English as an additional language
- Students who have Special Educational Needs
- Students who are Gifted and Talented
- Students who are 'Looked After Children'
- Students who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress

We aim to provide a differentiated curriculum that meets the needs of all students, individuals and groups by:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students

- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of students
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

This policy will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring that 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 this plan and is committed to working in a multi-agency way.

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 stakeholders in the development of this accessibility plan, including 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 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.

This policy complies with our funding agreement and articles of association.

### **3. Monitoring arrangements**

This document will be formally reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

The Governors will regularly assess the implementation of this policy.

It will be approved by the headmaster and governing body.

### **4. Links with other policies**

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

- Health and safety policy
- Equal opportunities policy
- Special educational needs and disabilities (SEND)

## 5. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>
Full access to the curriculum for pupils with a disability	<ul style="list-style-type: none"><li>• Our school offers a differentiated curriculum for all pupils.</li><li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li><li>• Curriculum resources include examples of people with disabilities.</li><li>• Curriculum progress is tracked for all pupils, including those with a disability.</li><li>• Targets are set effectively and are appropriate for pupils with additional needs.</li><li>• The curriculum is reviewed regularly to ensure that it meets the needs of all pupils.</li></ul>
Full and maintained access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"><li>• Ramps</li><li>• Elevators</li><li>• Corridor width</li><li>• Disabled parking bays</li><li>• Disabled toilets and changing facilities</li><li>• Library shelves at wheelchair-accessible height</li><li>• Height-adjustable tables in specialist teaching spaces</li></ul>

Effective delivery of information to pupils with a disability

- Our school uses a range of communication methods to ensure information is accessible. This includes:
- Internal signage
- Large print resources
- Induction loops
- Pictorial or symbolic representations

## Appendix 1: Accessibility audit

Feature	Description
Number of storeys	3 – all floors can be accessed via the lift or by stairwells B and C.
Corridor access	Corridors are wide
Lifts	There is one lift, which can be accessed independently.
Parking bays	There are three designated disability parking bays.
Entrances	There is one main entrance via reception and one student entrance. Access to the rear facilities is all on one level.
Toilets	There are disabled toilets for both staff, adults and students on the ground floor.
Reception area	Reception is all at one level and has automatic doors.
Emergency escape routes	There are EVAC mattresses on all upper floors in the stairwells, to facilitate emergency escape from the building.