Accessibility Policy

Senior Leader responsible	Nick O’Brien (SENDCO)
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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 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.

The stated values of Dereham Neatherd High School are: Compassion, Hard work, Respect, Integrity and Fairness. We live these policies in our daily habits and they underpin the importance of this policy.

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. We make clear our dedication to genuine equity and the social model of disability at least annually in staff training and assemblies with the pupils. The school supports any available partnerships to develop and implement the plan.

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. We have surveyed pupils with access issues and the staff that support them closely. We have looked broadly at access – beyond simply physical disability to also look at pupils with hearing and visual impairments for example.

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

3. 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
Increase access to the curriculum for pupils with a disability	• Our school offers a personnalised curriculum for all pupils. We encourage teaching staff to be adaptive and use responsive teaching. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities and other pupils with protected characteristics. • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate and challenging for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils especially in subjects such as PE. • Heads of Dept take the opportunity to see good work in supporting pupils with disabilities wherever possible.	To ensure (as far as possible) pupils with a disability are able to fully access the curriculum. Where adjustments are necessary they will be of high quality and ensure the pupil makes progress.	Access for pupils with a disability to be part of line management meetings with heads. Where is there evident good practice? What needs to improve? Pupils are surveyed at point of review (EHCP or SEND K) and feedback is collated. Regular observations take place. Action plans are made where there are issues with the quality of teaching.	Heads of department Teaching staff Monitored by SENDCO	Reviewed termly.	Pupil voice and lesson observations show us that good practice is in place and pupils can fully access the curriculum.

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	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Entrances to key areas being flat • Lifts (where applicable) • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library and other key shelves at wheelchair-accessible height	Pupils with disabilities can access the site as easily as possible and whilst maintaining their dignity.	Site tour carried out with Premises Manager, SENDCO and pupils. Pupil survey carried out. Staff survey carried out. An action plan made where there are issues.	Premises Manager and Site team. SENDCO	September 26	Pupils with disabilities are able to fully access the site.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with hearing and visual impairments.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Staff use appropriate font size for pupils. • The school puts appropriate technology in place promptly. • Large print resources • Braille • Induction loops • Pictorial or symbolic representations – we take a visual approach. • We liaise with other professionals.	Pupils with hearing and visual impairments can smoothly take part in their lessons and teaching staff know how to support them.	Pupils are surveyed at point of review (EHCP or SEND K) and feedback is collated. Regular observations take place. Staff held to account where there are issues.	Heads of department Teaching staff Monitored by SENDCO	Reviewed termly.	Pupil voice and lesson observations show us that good practice is in place and pupils can fully access the curriculum.

4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Equalities Lead (SENDCO/Assistant Headteacher) and the Governor for Equalities and brought to the Local Governing Board (LGB) as deemed necessary. Equalities breaches will always be brought to the attention of the LGB.

5. Links with other policies

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

- Health and Safety policy
- Equalities policy
- Special Educational Needs (SEN) information report
- SEND policy
- Supporting Pupils with Medical Conditions policy