



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Accessibility Plan

Date Written/Reviewed: _____ December 2022
Next Review Date: _____ December 2025
Person Responsible: _____ Sally Halls



Signature of Executive Headteacher: _____

Date _____

Signature of Link Trustee: _____

Date _____

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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

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. We adhere to the Equality Act 2010

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.

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, 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 pupils, parents, staff and trustees 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. 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>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources and reading books include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p>	<p>Ensure the PE curriculum is suitable for children with physical disabilities.</p>	<p>Assistant Headteacher (Inclusion) and PE lead to meet regarding appropriate differentiation.</p>	<p>Sally Halls/Rhys Markham</p>	<p>March 2023</p>	<p>Planning will be adapted to enable children with a physical disability to make progress within PE.</p>

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 • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Handrails to be installed along ramps	Appropriate handrails installed by site staff at correct height for EA2010 compliance	Russell Sampson	July 2023	Handrails installed correctly and being used by appropriate persons
		All frames, and doors to be contrasting colours	All areas to be checked and confirmed what colours would be appropriate for the school. Confirmed by CEO and Facilities Manager	Russell Sampson/ Cheryl Woolf	July 2023	Frames and doors will be of contrasting colours to comply with EA2010
		Doors to become automated or held open	All doors are either held open with automatic holders or can be operated and opened by a person with disability	Russell Sampson	July 2024	All doors accessible for persons with disability and comply with EA2010
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Seating arrangements for those with hearing impairments • Pupils with disabilities have a PEEP for school evacuations and are provided with a 'buddy' to ensure that they can leave the building safely. 	Have access to alternative formats for documents e.g. braille if and when required.	Assistant Headteacher (Inclusion)	Sally Halls	July 2023	The school will be equipped with knowledge of how to use alternative formats for documents should they be required

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 the Trustee board.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical needs policy