Accessibility Plan

Title of Policy	Accessibility Plan
Review Cycle	3 years / RAN
Policy prepared by	Jessica Hardy
Committee responsible	Full Governing Body
Date of review by committee	24th September 2024
Date of approval or submission	24th September 2024
Next Review	1 September 2027

1. Introduction and Purpose

This document provides a framework on which schools can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Earl Mortimer College Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Earl Mortimer College Accessibility Plan shows how access is to be maintained for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

Maintain access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

2. Scope

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

3. Legal Requirements

- Equality Act 2010
- Children and Families Act 2014

4. Policy and Procedures

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives (required from April 2012)
- Equal Opportunities Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- Asset Management Plan / Suitability Survey
- School Brochure / Prospectus and Vision Statement

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

In addition:

- The School Prospectus will make reference to this Accessibility Plan.
- The School's complaints procedure covers the Accessibility Plan.
- The Accessibility Plan will be published on the school website.

- The Accessibility Plan will be monitored through the Governor Community and Environment Committee.

4. Policy and Procedures (Cont'd)

- The school will work in partnership with the Local Authority in developing and implementing this Accessibility plan and will adopt in principle the "Accessibility strategy or schools." https://www.herefordshire.gov.uk/downloads/download/314/accessibility_strategy_for_schools
- The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

EMC'S Accessibility Plan - 2024 to 2027: Improving the Curriculum Access				
TARGET	**STRATEGY**	**OUTCOME**	**TIMEFRAME**	**ACHIEVEMENT**
1) To continue to run a robust and appropriate CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified through Performance Management, book look, data audit and review of changing SEND register and school profile. Working with partners within the school to deliver where is appropriate.	All teachers and support staff fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increased access to an appropriate curriculum for all pupils
2) to continue to ensure all out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation Budget set aside to enable full participation and accompanying support staff. Health Care Plans are updated and clearly available for all staff to access. Adapted transport to be arranged to ensure wheelchair users can attend sporting fixtures and other visits across region.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Consideration given at early planning stage for anyone needing support for Accessibility for all trips. Health Care Plans are taken into account for all trips risk assessments at early planning stage. Students can attend Inclusive Sports fixtures and participate in school visits.	Ongoing	Increase in access to all school activities such as trips out, residential visits, extended school's activities and sporting events for all pupils Trip planning at every stage incorporates explicit consideration of students with SEND. There is an anticipation for 'open invite' trips that some students with SEND are likely to participate. Extended participation of inclusive sports and school visits
3) To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Heads of Faculty/Subject to review available equipment and ensure it is in place for pupils with SEND. Example; riser desks to be made available in the appropriate classrooms for SEND students according to timetables.	Lessons start on time without the need to adjust accommodate the needs of individual pupils Riser desks are moved appropriately and location known for easy movement.		All students can access the information and participate in all lessons, contributing to their learning and progress.

	Ensure staff have access to quality first teaching resources such as writing pens, reading pens (English), writing slopes			
4) Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access	2024 academic year	The school community will benefit from a more inclusive school and social environment
5) Continue refresher training for staff in the use of EDUkey provision mapping to raise awareness students individual learning needs. With specific focus on other key stakeholders that support provision mapping within the school.	Provide ongoing training to staff, LSA, learning mentors, middle leaders and senior leaders. Specific focus on accessing review information.	Whole school aware of intervention, Learning Plans and Passports to support success.		Increase access to information to support planning. Increase access to intervention. Increased awareness in successful progress within the school Increase home communication.
6) To continue to deploy Teaching Assistants effectively, considering pupil's needs	Review the needs of pupils and allocate TA support accordingly.	Pupils' needs are appropriately met through effective deployment of skilled support staff. Information about pupils' individual needs is available through pupil tracker documents.	Ongoing	All pupils are supported to achieve their full potential.
7) To provide training for Teaching Assistants to ensure that they are using relevant and up to date strategies to effectively support pupil's learning	A training programme is delivered that develops the knowledge and skills of TA's. Identified staff to complete Level 3 and Level 7 training courses.	Pupils are effectively supported in lessons with their learning.	Ongoing	Support staff skills are enhanced, positively impacting on pupils' learning and progress.
8) To provide time for Teaching Assistants and teachers to meet in order to plan learning for SEND pupils	TA's and teachers meet to plan learning for pupils on a regular basis. Teachers to continue to use Edukey to communicate students' needs to	Pupils' learning is more effectively delivered.	Ongoing	Pupils make increased levels of progress in their learning.

	Teaching Assistants, to ensure support is effective.			
9) Continue to work closely with external agencies, acting upon recommendations and advice Eg. Hearing Support Services, Vision Support Services, Speech & Language Therapists, Occupational Therapists, Physiotherapists	SENCO to liaise with other professionals as required	Pupil's learning is more effectively delivered	Ongoing	Pupils are well supported and make good progress in their learning.
To continue to participate in More Good Days At School trauma-informed teaching. To consider strategies that may support students at EMC	Attendance of CPD sessions in line with MGDAS programme. Review of provisions in place at EMC.	Students demonstrating high levels of need are able to access the learning environment.	Spring 2024 – Summer 2025	

EMC'S Accessibility Plan - 2023 to 2027 : Improving the Delivery of Written Information				
TARGET	**STRATEGY**	**OUTCOME**	**TIMEFRAME**	**ACHIEVEMENT**
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Specific resources prepared for visually impaired members of the community	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Ongoing	Delivery of information to disabled pupils and parents improved

EMC'S Accessibility Plan - 2023 to 2027: Improving the Physical Access				
TARGET	**STRATEGY**	**OUTCOME**	**TIMEFRAME**	**ACHIEVEMENT**
To ensure the school is suitable for all stakeholders.	EMC'S is a new purpose built school where the physical needs of all users, able bodied and disabled were taken into account in the planning and preparation stages. Focus groups were involved and all DDA measures identified were implemented. All legal requirements were included as part of the original brief. An accessibility audit is completed every 3 years Wheel chair access to the conservation area.	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitoring takes the following forms • Email reports • Visual inspections by Site Management		Increased access to an appropriate curriculum for all pupils The whole school will be fully accessible to wheelchair users and students can mix freely with their peers.

Personal Emergency Evacuation Plans are in place for all pupils who require them	Allocated Fire Officer on each floor to be aware of each pupil's PEEP to support with evacuation if and as required. Location of refuge points and available communication (Walkietalkies) to be clear and accessible. Ensure that the above are included in the Fire Safety Strategy.	Site team/SENCO to draw up a clear plan for the evacuation requirements of particular students – this will entail: • Producing a PEEP • Identifying refuge areas • Provision of training for specific Teaching Assistants	Sept 2024 Ongoing	Ensure that particular students' safety is paramount and well provided for.

EMC'S Accessibility Plan - 2023 to 2027: Improving the Sensory Access				
TARGET	**STRATEGY**	**OUTCOME**	**TIMEFRAME**	**ACHIEVEMENT**
To ensure reasonable adjustments are in place to reduce any sensory stress students may experience.	• Students to have access to a hall pass, enabling them to leave the classroom 2-3 mins early. • Students to have split lunches to reduce the number of students accessing lunch time. • Lunch club and the library to be open during social times.	Students feel able to travel around the school when it is calm, and don't feel overwhelmed by social and sensory changes to environments.	Ongoing	Students to be able to access lessons and learning regulated and ready to engage with learning.