



New Forest Small School

Accessibility Plan

Member of staff responsible	Headteacher
Date: 27/09/22	Next Review: 27/09/23

Contents

1. Aims
2. Legislation and guidance
3. Monitoring arrangements
4. Links with other policies
5. Action plan

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.

In order to provide outstanding education, the teaching and non-teaching staff of New Forest Small School are committed to the provision of equal opportunities for all. Our aim in writing this Policy is to ensure (to the best of our ability) that students and staff members are enabled, supported and encouraged to participate fully in all aspects of school life, and to benefit from the school's facilities and activities to the same extent as those without protected characteristics.

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, 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, including pupils, parents, 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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

3. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be reviewed by the head teacher.

It will be approved by the Advisory Board.

4. Links with other policies

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

- Accessibility policy
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report

5. Action plan

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

aim	current good practice Include established practice, and practice under development	actions to be taken	Person responsible	date to complete actions by	success criteria
Increase access to the curriculum for pupils with a disability	<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 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 to make sure it meets the needs of all pupils</p>	<p>Review SEND children's access to curriculum within class sessions.</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO.</p> <p>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	SENCO	Ongoing	All children will have access to a broad and balanced curriculum
Improve and maintain 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"> • Disabled toilets and changing facilities • Book shelves at wheelchair-accessible height • Classrooms are rearranged so that children with physical disabilities are located in the physical space that is most appropriate to them (e.g. downstairs if physically disabled or close to the quiet spaces) 	<p>Widen provision of environmental adaptations as new children with specific needs join the school. Including but not limited to:</p> <ul style="list-style-type: none"> • All new areas to have built in ramps (e.g. the studio and the planned Science/DT room.) • Furniture to be modular in nature to provide options for accessible classrooms. 	SENCO	Ongoing	All children will have access to the school environment that provides reasonable adjustments for any additional needs.

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Widen communication methods as children with specific needs join the school. This includes: <ul style="list-style-type: none"> • Providing braille options • Providing induction loops 	SENCo	Ongoing	All children will have access to communication methods that enable them to access information.
All school visits and trips need to be accessible to all pupils	Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND	Add to and adapt risk assessments and accessibility assessments for all trips as children with specific needs join the school.	SENCo	Ongoing	All children are able to access all school trips and take part in a range of activities
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children Discuss with staff who run out of school clubs, and people running other clubs after school, including Foxlease.	Continue to discuss how to support children with disabilities. When setting up new clubs assess suitability for all children within the school	SENCo	Ongoing	All children feel able to participate equally in out of school activities
Ensure all staff have specific training on disability issues	Identify and train all staff on specific accessibility needs	Broaden training as children with specific needs join the school.	SENCo	Ongoing	Increased confidence for all staff regarding providing accessible teaching and learning.
Communication with Parents	Ensure parents have access to our SEN provision policy currently on the school website. Ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO to access further support and advice.	Ensure that parents feel confident and comfortable to contact the SENCo to discuss issues arising due to their child's SEN.	SENCo	Ongoing	Parent/school communication is strong Parents confidently contact SENCO for support and advice.