



Altmore & Lathom Schools Federation

Accessibility Policy & Plan

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. It covers the period Spring 2022 - Spring 2025.

Definition

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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.

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

Aims

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 are committed to:

- Providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- Challenging negative perceptions and attitudes towards disability and accessibility.
- Developing a culture of awareness, tolerance and inclusion.
- Plan over time, to ensure accessibility of provision for all pupils, staff and visitors to our school.
- Ensuring that our plan includes/identifies measures to enable access to the physical environment of the school; this includes making reasonable adjustments to the physical environment and physical aids to access education.
- Ensuring access to the curriculum for pupils with a disability, making reasonable adjustments to our curriculum offer as necessary.
- Ensuring that pupils with a disability are as equally prepared for life, as those without a disability, (if a school fails to do this, they are in breach of the Equality Act 2010 Schedule 10).
- Ensuring teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure, cultural activities and school visits.
- The provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.
- Improving and making reasonable adjustments to 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 on request, within a reasonable time frame.

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 this plan and works closely with a number of support services. Please click on the links for information available in Newham:

[Newham's Disabled Children and Young People's Service](#)

[Newham's Autism services and support for children aged 0 - 5 years](#)

[Newham Children's Complex Needs and Dyslexia Service](#)

Monitoring

- This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.
- It will be approved by Governing Board

Links with other policies

This accessibility plan should be read in conjunction with the following policies, strategies and documents:

- Behaviour policy
- Curriculum statement
- Equality information and objectives
- Health and safety policy
- Medicines policy
- School prospectus information
- School Development Plan
- SEND policy
- Teaching and Learning policy

Accessibility Plan

Target	Action/Strategy	Responsibility	Time	Success criteria
<p>Increase the extent to which disabled pupils can participate in the curriculum</p>	<ul style="list-style-type: none"> • To provide on-going staff CPD to ensure high quality teaching and support for all pupils. • To ensure targets set for pupils with SEND are relevant, drawing on information from specialist support services. • To ensure our provision and resources are reviewed regularly, and that they identify and meet access needs for individual/groups of pupils. • To ensure the consistent use of visuals and other communication strategies to support all pupils. • To ensure the integrated use of appropriate specialised equipment and strategies to benefit individual pupils and staff. • To ensure appropriate risk assessments enable access to learning and experiences off-site. 	<p>All staff SEND/Inclusion Team Subject Leaders SLT members</p>	<p>On-going</p>	<p>The curriculum is fully accessible for every pupil irrespective of any disability, barrier or need.</p> <p>All pupils participate fully in our school 'offer', developing their social, emotional and academic confidence.</p> <p>Our pupils are confident risk-takers and willingly '<i>have a go</i>'.</p> <p>Pupils collaborate, support each other and have greater awareness of how they successfully learn. They demonstrate empathy towards each other.</p> <p>Staff feel valued in their role(s) and parents feel included in their child's education.</p>
Target	Action/Strategy	Responsibility	Time	Success criteria
<p>Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</p>	<ul style="list-style-type: none"> • To ensure on-going collaboration and partnership working with specialist learning support services in regard to recommendations and use of specific resources, learning spaces and environments. • To ensure regular maintenance of all environmental/site resources, e.g., door closers/openers, lifts, hygiene room equipment, visibility markings, sensory room equipment, soft play room, accessible toilets, changing facilities, outdoor play equipment/areas, ramps, etc. 	<p>SEND/Inclusion Team Site Team Fire Wardens All staff</p>	<p>On-going</p>	<p>Pupils, staff and visitors with SEND are able to access all areas of the school irrespective of any physical disability.</p> <p>Parents are confident that their child's individual needs are being effectively met.</p> <p>Pupils have no <i>physical barriers</i> to learning in their classrooms, or in communal-use areas of our school. They learn collaboratively and alongside their peers.</p>

	<ul style="list-style-type: none"> • To ensure internal signage throughout our site is appropriately positioned and unambiguous. • To ensure risk assessments for individual pupils (PEEPS) are regularly reviewed, updated as necessary and known by appropriate staff. • Any future internal building projects will ensure accessibility for all pupils, e.g., wheelchair accessible resources - library shelves, vision panels in doors, adjustable IWBs, etc. • To regularly monitor classroom environments, ensuring they are clutter-free, have accessible routes '<i>to move around in</i>', and that they support visual and hearing-impaired pupils/visitors. • To ensure disabled parking is available on our site. 			<p>Pupils move safely and independently around our school (inside/outside). They know what to do, where to go in an emergency/evacuation, and how to ask for help.</p>
Target	Action/Strategy	Responsibility	Time	Success criteria
<p>Improve the availability of accessible information to disabled pupils</p>	<ul style="list-style-type: none"> • To continue to ensure that learning resources/materials are available in a variety of formats to meet specific pupil's needs. • To ensure recommendations from specialist services are implemented, e.g., enlarged font sizes, colour filters, use of technology and specific programmes – formatting, size, colour, background; Braille, Pictorial or symbolic representations, etc. • To continue to work in collaboration with specialist services in the delivery of staff CPD to secure understanding of <i>accessibility</i>, and the consistent use and implementation of specific strategies and resources. • To investigate services/apps for converting written information into alternative formats, e.g., Google Translate 	<p>SENCO Office Team SLT members Admissions personnel</p>	<p>On-going</p>	<p>The school will be able to provide written information in different formats when requested for individual purposes.</p> <p>Pupils will be able to access appropriate learning information, resources and materials independently.</p> <p>A culture of effective communication between parents of pupils with SEND ensures confidence in our provision. Any concerns are resolved quickly and appropriately.</p> <p>The Governing board is aware of the accessibility plan and able to monitor delivery as well as Disability Equality Act requirements.</p>

	<p>to make materials available in different languages. Also, the use of braille or spoken information.</p> <ul style="list-style-type: none">• To seek advice re. website functions to translate downloaded documents.• To ensure there is a message on the website to direct people to ask at the office if they require documents, letters, information in a different format.• To make parents aware during admissions meetings, they are able to request documents and information in alternative formats.			
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