



Accessibility Plan

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Signed by:

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Statement of intent

This plan outlines how Impact North West School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

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1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- The headteacher will be responsible for:
 - Ensuring that staff members are aware of pupils' disabilities and medical conditions.
 - Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
 - Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
 - Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

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The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.
- Staff members will be responsible for:
 - Acting in accordance with this plan at all times.
 - Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
 - Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Increase access to the curriculum for pupils with a disability	Our school offers an adapted but aspirational curriculum for all pupils.	Headteacher and Curriculum Team Leaders	September 2023	Full access to the curriculum for pupils with a disability. Google Classrooms for any child learning from home	On-going
		We use resources tailored to the needs of pupils who require support to access the curriculum.	Curriculum Lead			
		Curriculum resources include examples of people with disabilities.	Subject staff	On-going	QFT and use of SEND adaptations and CPD	On-going as part of the QA process
		Ongoing training for adaptive strategies from specialist agencies such as ADHD Foundation, Autism Together, Tourettes UK.	Subject staff			
		The curriculum is reviewed to make sure it meets the needs of all pupils	Headteacher to arrange CPD, subject staff to implement the training through QFT	On-going	Inclusion to be part of the culture of INWS- IQM accreditation	On-going as part of the QA process
		A differentiated curriculum for all pupils		On-going	All children to be making at least 'expected progress' in all lessons	Weekly

<p>Medium term</p>	<p>Increase access to the curriculum for pupils with a disability</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>Context snapshot which is reported half termly to the PB and GB</p> <p>Headteacher and Curriculum Lead</p>	<p>On-going</p>	<p>All children to be meeting expected targets</p>	<p>weekly with staff and half termly with PB and GB</p>
<p>Long term</p>	<p>Increase access to the curriculum for pupils with a disability</p>	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Assessment data to be analysed by subject teachers in order to ensure gaps in learning are identified and planned for.</p>	<p>September 24</p>	<p>Staff to understand the collected data and to adjust their planning accordingly so they have a more strategic plan for lesson sequences</p>	<p>On-going</p>

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	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"> • Corridor width • Disabled parking bays • Disabled toilets 	Headteacher and Business manager	Before September 23	Full accessibility in the building and any off site facilities used	Weekly
Medium term	To improve the number of rooms within the school building.	To improve the number of breakout spaces and rooms where students can be taught 1:1	Headteacher and PB	Initial plans September 24	All pupils to feel supported at times of emotional crisis	Weekly
Long term						

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Provision of information	Can all students and Families access the information on the website	Headteacher	September 23	All our service users feel supported	weekly
Medium term	Communication	Consider internal signage Large print resources Paper colour and background colours Resources in electronic formats Reader pens Other adaptive strategies	Headteacher Business Manager SENCO	On-going	Improve the delivery of information to students and staff with a disability by using a range of communication methods to ensure information is accessible	On-going
Long term						

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is 22/04/2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.