



Accessibility plan

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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 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

This Is My Education (TIME) aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This Is My Education Independent School aims to treat all stakeholders, including pupils, prospective pupils, staff, proprietors and other members of the school community favorably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. This Is My Education aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. This Is My Education is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we regularly look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Purpose of the Plan

The purpose of this plan is to show how This Is My Education intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Proprietors. The review process can be delegated to a single Proprietor, the Quality Assurance Manager, the Leadership Team or the Headteacher of TIME. 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.

What will the Accessibility Plan do?

1. The Accessibility Plan is structured to complement and support This Is My Education' Equality and Diversity Policy.
2. This Is My Education is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, 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.
3. This Is My Education 'Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in life skills and enrichment curriculum sessions, 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 and maintain 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

4. Appropriate training will recognise the need to continue raising awareness of equality issues for the Stables community to comply fully with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Behavior Policy
- Curriculum Policy
- Equality and Diversity Policy
- Health & Safety Policy
- Complaints Policy
- This Is My Education School Development Plan

6. The Accessibility Plan will be available on request.

7. The Accessibility Plan will be monitored by the Headteacher in This Is My Education and the organisation's Quality Assurance Manager and reported to the Proprietors.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a personalised curriculum for all pupils that considers their individual SEN. We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils 		<p>Short – term all pupils will access the curriculum and be supported to learn to their potential.</p> <p>Medium – term pupils will make progress against EHCP, PEP, IEP and LAC targets and improve their emotional availability and attitude to learning to enable further progress.</p> <p>Long – term, pupils will access appropriate ongoing provision, Changes to medium term planning are based on half termly assessment of pupil progress</p>	<p>Teachers to plan differentiated learning for all pupils based on termly formative assessment using skills progression documents.</p> <p>Annual EHCP reviews will inform and update individual pupil needs and school will respond providing necessary resources, training and interventions.</p> <p>Half termly curriculum action plan review.</p> <p>Resource Audits annually.</p>	<p>Proprietors, Headteacher, Teachers and TAs HT</p> <p>HT Teachers/Teachers/Tas</p> <p>Headteacher</p>	<p>Ongoing</p> <p>Termly update and review</p>	<p>Pupils make improving personalised rates of progress and have greater access to a broad and balanced curriculum.</p> <p>Individual pupil needs are targeted through effective PEP, EHCP and LAC reviews.</p> <p>Effective interventions are provided.</p> <p>Pupils are provided with the opportunity to make the next steps in their learning and progress,</p> <p>The curriculum meets the needs of all pupils' ages and aptitudes.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. e.g. necessary changes made to classroom environments to support Dyslexic profile, use of visual timetable 		To make the physical access to the building and to all resources as would be used throughout a school day accessible to all	Continue to meet individual pupil needs and make necessary adaptations when they arise	LT & Proprietors	Ongoing	All intended accessibility routes and facilities are in place.
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"> Large print resources Pictorial or symbolic representations e.g. visual timetables Access to laptop computers or tablets 		To facilitate pupils' communication using their preferred method in order to support their learning and development.	Add pictorial signage Dyslexia training for staff	LT & Proprietors Teachers and TA	January 2024	Pupils are able to communicate in their preferred format improving their access to the curriculum

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing board

5. Links with other policies

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

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