Underhill School and Children's Centre Accessibility Plan 2025 - 2028

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1. **Vision Statement**:

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 is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 Governing Body. The review process can be delegated to a committee of the Governing Body, the Head Teacher and the SENCDo.

At Underhill School and Children's Centre we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. 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 Local Authority 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.

- Underhill School and Children's Centre is 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. Underhill School and Children's Centre is a school that is accessible for pupils with physical difficulties.
- The Underhill School and Children's Centre Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training from the Inclusion team will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. 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.
- The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Resources Committee · The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. **Aims and Objectives**

- **Our Aims are:**
- **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 must 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 Co-Headteachers and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils.

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.

Improving Access To The Curriculum					
Target	**By whom**	**Strategy**	**Success Criteria**	**Timescale**	**Monitor**
To increase the awareness of class based staff in identifying and responding to pupils who have or may have a disability.	Co-Headteachers, teachers, SENDCo	Use of screening tools (with support of Inclusion Manager/SENCDo) to gather evidence about children where a disability is suspected. Assess Plan Do Review approach in line with the Code of Practice to monitor impact of intervention / support on outcomes Referrals made by	Staff are able to identify children who may have a disability. E.g. hearing impairment, and put into place simple strategies to support the child within the class and other school settings. Provision in classes adheres to the expectations set out in the Local Offer for Barnet relating to the needs of each individual with a disability	Ongoing	SENDCo

		SENCDo when needed. Recommendations put into place and support given to staff			
Visual and concrete supports are used to aid understanding and independence for all pupils, including those with disabilities	Co-Headteachers, teachers, SENCO	Use of visual timetables, prompts, schedules, objects of reference, Numicon etc. to promote understanding and independence from adults, and reduce anxiety where required	Staff members have the skills to support pupils with SEND. Visual and concrete supports routinely used within class and as an integral part of lessons. Children with disabilities are supported in their understanding and independence without having to rely exclusively on adult support.	Ongoing	Co-Headteachers, teachers, SENCO
Access to relevant computing equipment and software to support learning for pupils with a disability or additional need.	All staff	Pupils who struggle with writing to be allowed additional access to Ipads/laptops to record their work.	Pupils are able to participate in lessons to produce texts.	Ongoing	Co-Headteachers, teachers, SENCO
All enrichment activities, e.g. trips, experiences, after school clubs, are planned to enable, where reasonable, the participation of all pupils	Co-Headteachers, teachers, SENCO	Planning and risk assessments take into account accessibility issues and comply with legislation Reasonable adjustments, e.g. transport arrangements, are made where necessary.	Increase in access to enrichment activities for all disabled pupils		
Curriculum reflects the contribution of disabled people to society	Co-Headteachers, teachers, SENCO	Planning for connected curriculum incorporates positive links to the role and contribution of disabled people	Curriculum is meaningful and relevant for all pupils, including those with disabilities		

		in society, e.g. Stephen Wilshire, Malala Yousafzai, with an emphasis on abilities as well as disabilities. This may include visits from young people or adults with disabilities			
Classrooms are organised to support the participation and independence of all pupils, including those with disabilities		Class staff to plan and implement a preferred layout of furniture and equipment to support the needs of individuals within the class	Pupils with disabilities are able to participate in lessons with increasing independence		

Improving Physical Access			
Issue Identified	**Action Required**	**Person Responsible**	
Lighting	Correct Lighting Issue in Car Park	Site Manager/Business Manager	
Hand towels	Access to hand towels in staff room. Dispenser needs to be lowered so that all staff have access to it	Site Manager/Business Manager	
Handrails in toilet should be added in at a lower height for wheelchair access	All staff have access to the toilets.	Site Manager/Business Manager	

Making information more accessible			
Target	Responsibility	Strategy	Success Criteria
Visual supports are used to aid understanding and independence for all pupils, including those with disabilities		Use of visual timetables, prompts, schedules etc. to promote independence from adults, reduce anxiety and make expectations clear	Children will be able to access written materials through reasonable adjustments
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested by parents	Office/ Inclusion Manger/ SENCo	School will be able to provide written information in different formats when requested for individual purposes	Information to parents / carers with disabilities is more accessible.