

# Accessibility plan



## Merton Abbey School

|                       |  |   |
|-----------------------|--|---|
| <b>Approved by:</b>   | Children, Families and Community Committee | <b>Date:</b> 20 <sup>th</sup> February 2023 |
| <b>Last reviewed:</b> | February 2023                              |   |
| <b>Next review:</b>   | February 2026                              |   |

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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 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.

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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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, this procedure sets out the process for raising these concerns.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### 3. Action plan

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

| Aim   | Current good practice<br><i>Include established practice and practice under development</i>   | Objectives<br><i>State short, medium and long-term objectives</i> | Actions to be taken   | Person responsible     | Date to complete actions by | Success criteria |
|---|---|---|---|------------------------|-----------------------------|------------------|
| Increase access to the curriculum for pupils with a disability  | We differentiate our teaching and tasks given to our children in Core subjects.   | To review our wider curriculum meets the needs of all pupils.     | See our SDP   | Whole school           |                             |                  |
| Improve and maintain access to the physical environment         | The environment is adapted to the needs of pupils as required, which includes an elevator, wide corridors, accessible parking bays, disabled toilets and changing facilities and many library shelves at wheelchair-accessible height | To review our environment to ensure that it is accessible         | Head Teacher, Site Manager and Finance Officer to review the environment using the accessibility audit below. | MB, JA-S, Site Manager |                             |                  |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to make information accessible. This includes internal signage, large print resources and pictorial or symbolic representations  | To consider the viability of using Braille and Induction loops    | Head Teacher, Site Manager and Finance Officer to review  | MB, JA-S Site Manager  |                             |                  |

## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by our Governing Body.

. 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
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

| Feature           | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys |             |                     |                    |                             |
| Corridor access   |             |                     |                    |                             |
| Lifts             |             |                     |                    |                             |
| Parking bays      |             |                     |                    |                             |
| Entrances         |             |                     |                    |                             |
| Ramps             |             |                     |                    |                             |
| Toilets           |             |                     |                    |                             |
| Reception area    |             |                     |                    |                             |

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
| Internal signage        |  |  |  |  |
| Emergency escape routes |  |  |  |  |