

ACCESSIBILITY PLAN

Reviewed: Autumn 2024

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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;

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 're

	<p>Note takers support Deaf pupils who cannot lipread, face-watch and write at the same time.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>For example:</p> <p style="padding-left: 40px;"><i>Of Mice and Men</i> in English</p> <p style="padding-left: 40px;">Disability module in CPRE</p> <p>Curriculum progress is tracked for all pupils, including those with a disability who are tracked by the SENCo / head of the RBHIP as appropriate.</p> <p>Targets are set appropriately and are appropriate for pupils with additional needs, taking account the pupils' starting points.</p>	<p>3. Embed disability awareness in the curriculum.</p>	<p>Audit presence of disability in schemes of work.</p> <p>Develop opportunities for disability to be presented in curriculum areas.</p> <p style="color: #00AEEF;">Ensure that the Sixth Form environment and resourcing enable pupils with visual impairments visual access.</p>	<p>RBHIP staff</p> <p>RBr + Curriculum Leaders</p> <p>RBr + Curriculum Leaders</p> <p style="color: #00AEEF;">RBr + SSm + Curriculum Leaders</p>	<p>Ongoing</p> <p>Autumn 23</p> <p>Autumn 23</p> <p>Autumn 23</p>
<p>Improve and maintain access to the physical environment</p>	<p>The building is generally accessible to pupils with disabilities. Ramps and a lift ensure access to all parts of the school except level 1 and 2 of block B (MFL classrooms), EN4-7 and the library.</p> <p>Re-rooming ensures access for pupils who are unable to access the above,</p>				

	<p>Curriculum progress is tracked for all pupils, including those with a disability who are tracked by the SENDCo / head of the EPHIC as appropriate.</p> <p>Targets are set appropriately and are appropriate for pupils with additional needs, taking account the pupils' starting points.</p>	<p>hearing impairment.</p> <p>6. Embed disability awareness in the curriculum.</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The building is generally accessible to pupils with disabilities. Ramps ensure access to classrooms for each year group within the school.</p> <p>Toilets adapted for disabled pupils are available in both buildings.</p> <p>A room adapted for specialist toileting in the Early Years classroom.</p> <p>Adaptations have been made to ensure access for pupils with hearing impairments. This includes:</p> <ul style="list-style-type: none"> 2 mainstream teaching rooms are sound treated in addition to the 4 areas in the EPHIC. All classrooms meet building regulations (as per Building Regulations Standard BB93.) and have been checked by an educational audiologist. Both hall has a sound field system in addition to acoustic treatment. Each classroom that has an EPHIC child, has a sound field system and radio aids are provided for the children that require it as per their EHCP. 	<p>6. Teachers to apply their knowledge of Deaf Awareness to classroom practice when teaching a child from the EPHIC</p>	<p>Deaf Awareness training provided to at least all teaching staff.</p>	<p>SR (EN)</p>	<p>On a yearly basis.</p>

