

ACCESSIBILITY POLICY

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of his plan is to:

- **Increase the extent to which disabled students can participate in the curriculum.**

This covers teaching and learning for the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- **Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.**

This covers improvements to the physical environment of the school and physical aids to access education.

- **Improve the availability of accessible information to disabled students.**

This will include planning to make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable time frame.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Legislation and Guidance

This policy 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 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 (~~2015~~), 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Date of Next Review: **January 2027**

Links to other policies

[Health and Safety Policy](#)

[SEND Policy](#)

Biddenham International School Accessibility Plan

Objective	Action/ Strategies	When	Success Criteria	Resources	Staff Responsible for monitoring & Evaluation
Increasing the extent to which disabled students can participate in the school curriculum / wider opportunities and school community as a whole	Ensure at least one classroom for every department is fully accessible for students with specific sensory and/or physical needs.	Ongoing	Students are able to access the full suite of subjects regardless of location in school.	Site Manager; Advice from allied professionals as required i.e. physiotherapists and occupational therapists.	SENDCo & SLT
	To improve staff awareness of disability issues to allow for full engagement including in PSHE lessons. Review staff training needs. Provide training for members of the school community as appropriate.	Ongoing	All staff feel confident in knowing how to meet the needs of students with disabilities and make a conscious effort to remove barriers and provide support for full inclusion and representation throughout the curriculum..	Training Time	SENDCo
	To ensure that all students can access curriculum / learning resources & assessments/exams. Students with visual impairments have access to larger touchscreen chromebooks and additional hardware as required.	Ongoing Autumn, Spring and Summer exam series.	Students are able to fully access learning resources and equipment required to support learning.	Learning Assessor for exam arrangements Modified Resources Specialist equipment.	SENDCo; Exams officer; Learning Support Department. IT department.

	To ensure that all students are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Ongoing	All staff feel confident in knowing how to meet the needs of students with disabilities and make a conscious effort to remove barriers and provide support for full inclusion and representation throughout school life.		All staff
Improving the physical environment of the school	To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all through upkeep of: ramps, automatic doors, red markings on obstacles/steps, lift in R block.	Ongoing	Everyone is able to navigate around the school in a safe and timely manner with confidence and as much independence as is appropriate.	Site Manager	SLT, in discussion with SENDCo.
	Identify students and staff requiring PEEPS. Communicate this to staff. Create and publish Personal Emergency Evacuation Plans (PEEP)	Start process every September, updating current PEEPs. New PEEPs written or updated as required throughout the year.	PEEPs in place where necessary	Advice from SENDCo /fire service/ Health & Safety.	Business Manager with support from SENDCo and relevant Lead Teaching Assistants.
Provision of information	Information for visitors with disabilities in	In place by end of academic year	Written information will be provided in	Written information	Receptionist; SLT with support from SENDco.

	<p>writing on arrival including clear information regarding disabled parking availability, accessible WC provision, a portable induction loop, etc.</p>		<p>alternative formats as necessary.</p>		
	<p>To ensure that all parents and other members of the school community can access information and that having a disability is not a barrier to this including attendance/ engagement with in-school events. Staff have the opportunity to hold parents' evenings virtually, by phone or send home written information.</p>	<p>Ongoing</p>	<p>Parents are fully informed of their child's progress and able to be involved in the wider school community.</p>	<p>Staff time</p>	<p>SLT and SENDCo.</p>