

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 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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 <i>Include established practice and practice under development</i>	Objectives <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	<p>Explain your school's approach here. Examples:</p> <p>Our school offers a bespoke and differentiated approach for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	To ensure full access to an appropriate curriculum for each student at the Evolution Centre	Regular staff meeting updates/discussions relating to diversity and equality of resourcing	All school staff	Ongoing through 2018/2019 academic year	All students have an equal ability to access a curriculum that is broad and balanced to their needs.
Improve and	The Evolution Centre does not	To ensure all students	Respond as appropriate	Head Teacher	Academic	Students can access

<p>maintain access to the physical environment</p>	<p>provide education to students with physical disabilities for whom the building could not be made accessible. We do however cater for students with temporary physical difficulties such as a broken leg.</p> <p>The Evolution Center is able to;</p> <ul style="list-style-type: none"> • Move lessons to downstairs locations • Create ramps at short notice for access to the science lab • Ensure use of a disabled toilet 	<p>can access their educational programme through any short term physical difficulties.</p>	<p>to any temporary difficulties. Check on arrival with students if they have any disability that may need to be catered for.</p>		<p>year and ongoing</p>	<p>their educational programme despite any short term difficulties.</p> <p>NB this would not include any physical activities if they were injured.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Everything that we do as a school is designed to meet the needs of the individual and this may include</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To ensure anyone can access the necessary information and learning</p>	<p>Monitor student needs and respond as required</p>	<p>SENCo and Head Teacher</p>	<p>Monitor needs regularly</p>	<p>Students and visitors can access the required information.</p>

4. Monitoring arrangements

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

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)
- Special educational needs (SEN) Policy
- Supporting pupils with medical conditions policy

Date of review	March 2019
Next Review	March 2020, or sooner if required
Reviewed by	Head teacher

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Move class downstairs if required	CP	
Corridor access	All excellent			
Lifts	N/A			
Parking bays	Space on car park for all student cars			
Entrances	Good access			
Ramps	Not required unless student injured	Maintenance to provide temporary ramp if this applies.	Maintenance	
Toilets	Access OK, disabled toilet available			
Reception area	Sufficient space			

Internal signage	Good			
Emergency escape routes	Clear and accessible			