



Accessibility Plan 2023-2025

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Ratified / adopted by	Title	Chair of Governors	
	Signature		
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Related policies / documents			SEND Policy Annual SEND report to Governors Safeguarding Policy [inc e-safety and AUP] Children with Medical Conditions/Needs Policies Behaviour Policy Anti-Bullying Policy PSHE/RSE Policy Health and Safety Policy [including Riska Assessment] Complaints Policy
Document Change History			
Version	Date	Comments - reviewed/amended/approved	
V1	September 2019	Policy reviewed, updated and approved by fgb	
V2	September 2021	Policy reviewed - no changes - and approved by fgb	

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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 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.

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.

This plan aims to ensure all our pupils are able to access and participate in the life of the school in accordance with our vision and values [see below]:

Our Vision

At Trekenner, we work together to build curious, respectful children who will explore and achieve their potential both here and on their life journeys.

Our Values

CONNECT: Trekenner children are connected to our community and environment

ACHIEVE: Trekenner children are challenged to achieve their potential through high quality, inclusive teaching.

RESPECT: Trekenner children are taught to respect themselves, each other and the environment while considering their role in a global society.

EXPLORE: Trekenner children are given the opportunity to develop curiosity and creativity through engaging in lifelong learning in and beyond the classroom.

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

The plan is available online on the school website, and paper copies are available upon request.

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 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, gender, race, disability, religion or belief and sexual orientation".

The Equality Act 2010 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](#), '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.

The school also acknowledges the importance of good mental health and well-being and recognises the adverse effects of conditions such as anxiety, depression, OCD and eating disorders can have on pupils' ability to learn. For this reason, these conditions are treated in the same way as more visible or physical illnesses when it comes to enabling children to access the curriculum offer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

3. Action Plan

See Appendix 1 below

4. Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

Next review: **September 2025**

Appendix 1: Action plan

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

KEY PRIORITY	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON /S RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs 	<ul style="list-style-type: none"> • Continue to ensure that all pupils have access to an appropriate curriculum and make at least good progress towards Age-Related Expectations in all areas. • Curriculum resources include examples of people with disabilities. • Review the curriculum regularly to ensure it meets the needs of all pupils. 	<ul style="list-style-type: none"> ➤ Review and update SEND RON. ➤ Review and update ILPs [ADPR cycles]. ➤ Review and update intervention groups including resources. ➤ Monitor progress of children with SEND as well as those in 'vulnerable groups' [PPG/CIC] and ensure access to curriculum. ➤ Planning to consider ILPs and scaffolding put in place to support all pupils ➤ Review book stock when considering purchase of books for reading corners and texts for guided reading and writing. ➤ Consider all groups when choosing topics and areas of study in new, 3-year rolling programme [2023-26] 	<p>SENDCO [LM]</p> <p>SENDCO [LM] Class Teachers</p> <p>English Lead [ZW] Class Teachers</p> <p>Subject Leaders /Class Teachers</p> <p>[LM, ZW, JH, SJ]</p>	<p>Half termly</p> <p>In place end Spring 2024 then ongoing</p> <p>Termly</p> <p>Termly/ Annually</p>

KEY PRIORITY	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON /S RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>These are reviewed regularly as part of the schools Health and Safety monitoring procedures.</p> <p>Access routes are checked termly through fire and evacuation drills.</p>	<p>Ensure Library is accessible to all pupils:</p> <ul style="list-style-type: none"> • Library arranged to allow wheelchair access. <p>Ensure all pupils can access outdoor learning provision [forest school].</p>	<ul style="list-style-type: none"> ➤ Library to be cleared of unnecessary furniture and space created for wheel chair if needed. ➤ Arrange library shelves so books are displayed at wheelchair height. ➤ Adaptations/Aids/specialist equipment to be considered when writing IEPs and planning activities 	<p>English /Reading Lead [ZW]</p> <p>SENDCO [LM] Forest School Lead [SJ]</p>	<p>December 2023</p> <p>Ongoing</p>

KEY PRIORITY	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON /S RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Child-friendly</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations of procedures 	<p>Provide aids necessary for all pupils to access the our curriculum provision. eg:</p> <ul style="list-style-type: none"> • Braille • Hearing loops • Technology aids such as computer software, talking tins/pens, coloured paper /filters, pencils/pen to support grip. • Adapted PE/play equipment. 	<ul style="list-style-type: none"> ➤ Adaptations to be considered when writing ILPs and appropriate equipment/aids sourced/purchased. 	SENDCO [LM]	ongoing