

Accessibility Plan



Review Date: June 2026 Responsible Officer: Mark Shipman (Principal)

This policy should be read in conjunction with the following policies and documents:

* ALT SEND Policy
* The Long Eaton school’s SEND Information Report
* Equality Act 2010: advice for schools DfE May 2014
* ALT Equality and Diversity Policy
* SEND Code of Practice 0-25 (January 2015)
* ALT Supporting Students with Medical Needs
* ALT Health Safety and Security Policy
* Statutory Guidance on Supporting students at school with medical conditions December 2015
* Safeguarding Policy
* Accessibility Plan
* Teacher Standards

The Long Eaton School is a highly successful, forward-thinking school, committed to developing high aspirations, a thirst for knowledge and a passion for lifelong learning shared by students and staff. Our core values underpin everything we believe in

* Respect
* Ambition
* Academic Excellence
* Community

**DEFINITIONS AND AIMS**

***Definition of Disability*** as defined by the Equality Act 2010

“A person has a disability if they have physical or mental impairment that has substantial or long-term adverse effects on their ability to carry out everyday activities.”

The Disability Discrimination Act of 2010 has extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

A long-term effect of impairment is one:

* Which has lasted more than 12 months;
* Where the total for which it lasts is likely to be at least 12 months; or which is likely to last for the rest of the life of the person affected;
* A learner might require some support for a short period of time

The Accessibility Plan sets out the school’s proposals to provide an accessible environment that values and includes all students, 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, to develop a culture of awareness, tolerance and inclusion.

**OBJECTIVES**

The Accessibility Plan contains relevant actions to increase access to education for students, staff and visitors in the three areas required by:

* improving access to the physical environment of the school and the physical aids available so as to increase the extent to which disabled students can take advantage of education and associated services;
* increasing the extent to which disabled students can participate in the school curriculum
* improving the delivery of written information that is provided in writing for students and parents/carers who are not disabled.

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| **TARGET** | **HOW** | **OUTCOME** | **RESPONSIBILITY** | **REVIEW** |
| Ensure all areas of the  school are Equality Act  2010 compliant | School site to be inspected periodically.  Operational meetings held half termly with the facilities management team  Regular inspections of the property by the facility management team (Interserve Integrated Services)  Liaise with DCC property management team PEEP (Personal Emergency Evacuation Plan) procedures devised. | School site easier to access for disable students.  Potential hazards identified and referred effectively  Safety procedures in place for fire and lock down occurrences | Health and Safety Group/School Business Manager/MITIE | Annual School Inspection  Operations Meetings  Liaison with DCC Health and Safety and Property Division |
| Focus on Individual  needs including students  with additional  educational/physical  needs | Liaise with services such as HI/VI/ADHD nurse/PI etc. and multi-agency teams, to help guide appropriate support for students. Information to be fed to staff through student profiles/support plans and school training. Individual Health Care plans to be completed and reviewed as appropriate, | Students maximize their progress/outcomes in their learning. | SENCo and Learning Support Team | SEN support plans. Learning Support Self-evaluation |
| Promote positive attitudes around disability | Through assemblies, personal development and in subject lessons. Ensure there is representation/access through student council committees | Inclusive and diverse representation of students on student bodies. Positive, inclusive ethos in school. | Whole School | Pastoral Self-evaluation. |
| Faculties to ensure the curriculum is accessible and inclusive for all learners | Learning opportunities to be inclusive so that students can access learning across all subjects using inclusive methodologies.  Heads of Faculty to rearrange teaching to accessible rooms or ensure rooms made accessible.  Support offered by Health & Safety Manager and IT Director with regards to equipment and for guidance | All students able to access their learning across all subjects.  All students able to access all main teaching areas. | All teaching Departments Senior Leaders and SENCo | Schemes of Work, SEN Support meetings, QA,  Data scrutiny |
| Maintain school site and culture of care through reporting of issues and damage | Any issues to be reported to reception and passed onto Interserve and their facilities management helpdesk. School Business Manager to liaise with Interserve and monitor annual reports. | School site easier to access for disabled students | School Business Manager MITIE | Track issues raised and outcomes. |
| Ensure communication sent to parents/carers and students is accessible | Information to be communicated in a variety of ways: Arbor, email, letter, website, text message, dependent on specified preference. Termly School Matters newsletter. | Improved communication with parents and other stakeholders | Whole School | Parent Surveys  Self-Evaluations  Parent/ Teacher meetings |
| Students with additional needs to be able to access extra-curricular events such as trips, residential and clubs | Comprehensive risk assessments to be completed and additional staffing to be put into place as appropriate. Training and support provided to staff prior to the trip. Funding sourced to support any specialist equipment.  After school or lunch clubs to be held in accessible areas.  Liaison with specialist agencies for advice and support. | All students to have the opportunity to be involved in extra-curricular events. | Whole School | Track trip uptake.  Student questionnaires |