





Nobel

Excellence in Everything

Accessibility Policy

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AUTHORISING OFFICER	Martyn Henson
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AUTHOR	Christine Crawley/ Lynn Amey
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TARGET AUDIENCE	All staff and parents regardless of race, gender, disability, religion and belief, sexual orientation, pregnancy and maternity, or gender reassignment
STATUS	Approved

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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 students 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 students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At Nobel we believe in actively promoting equality of opportunity in every aspect of the life of all students, parents and staff.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our students and staff.

The current school policy with regard to SEN and disability has been reviewed and is being monitored which ensures that guidelines are met within the framework of our new policy. Our commitment will be demonstrated through:

- monitoring the impact of all of our policies on different groups.
- maintaining respect for all groups and individuals.
- promoting positive non-discriminatory behaviour.
- eradicating barriers in order to maximise participation and achievement of all.
- drawing on the diverse experiences and skills of all students, staff and the wider community
- ensuring representation of the wide range of diversity in our community across the curriculum

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

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. Network of Agency support (selection of):

- CAMHS

- STEP 2 – Mental Health
- Occupational Therapy
- Physiotherapy
- Education Psychologists
- Attendance Team
- Specialist Learning Teams e.g. Autism Team, Speech & Language Team etc.
- Virtual School for CLA
- Education Support Centre

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.

We have included a range of stakeholders in the development of this accessibility plan, including the governing board, staff, students and parents

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>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Investigate technology available to support the various learning needs of students with SEND e.g. Dragon software.</p> <p>Make recommendations as part of the ICT needs analysis.</p> <p>Make purchases where required and roll out alongside an agreed implementation plan.</p> <p>Train staff in the use of the software/hardware within the classroom. Include as Pit Stop Items.</p>	<p>Subject teachers</p> <p>SENDCo</p> <p>SEND Administration Officer</p> <p>ICT Manager</p>	Dec 2020	An effective curriculum which enables success for all learners
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as	Gradual adjustments to new buildings to accommodate different	SENDCo Head Teacher	Ongoing	Students able to access all areas of the school regardless of ability or

environment	<p>required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>needs, as these are found out.</p> <p>Physical Management Plans and PEEPs to be written for all student who need them.</p> <p>Structural pillars should be highlighted to provide a visual contrast. This can be achieved by painting bands of colour around the pillar, potentially in the matching colour of the area of the school.</p> <p>The edge of the main stairs next to the open seating area, should be highlighted to show the drop off, which varies from 1cm to 40-50cm in places.</p> <p>Nosing on the treads of the stairs through the school is good in most areas, however, the risers (front of the steps) offer little contrast when ascending.</p> <p>All changes in level, in the playground areas, should be marked. These include, the pale wall between the playground and the astro turf, the edge of the playground into the decorative gravel and the raised platform near the table tennis tables.</p>	<p>Pastoral Team</p> <p>Business Manager</p> <p>Premises Manager</p>		<p>need</p>
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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Adhere to JCQ exam regulations: enlarged print</p> <p>Ensure students have equipment such as magnifiers and reading pens</p> <p>Liaise with external agencies such as PNI (Physical and Neurological Impairment Team), VI (Visual Impairment) and HI (Hearing Impairment)</p>	SENCO Business Manager	Ongoing	Students individual needs are met through reasonable adjustments and professional guidance where needed.
A whole school approach to inclusion	Continuing staff training (in line with SEF) re: bullying, FGM, SEN/Inclusion and Prevent Agenda	Staff are trained through whole CPD, Assemblies and staff briefings	Headteacher SLT	Ongoing	An inclusive school in all areas of the curriculum, environment and resources in line with the equality act 2010.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
It will be approved by the governing body and Head Teacher.

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 Policy
- Special Educational Needs (SEN) Information Report
- Supporting Students with Medical Conditions Policy
- Behaviour for Learning Policy.
- Educational Visits