
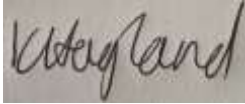




Accessibility Policy

DOCUMENT REFERENCE	Accessibility Policy
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AUTHORISING OFFICER'S SIGNATURE	
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POST	School Business Manager
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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 students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

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

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. See separate Accessibility Plan.

It will be approved by the governing body and Head Teacher.

4. 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

