



## Accessibility Policy

|                             |   |   |
|-----------------------------|---|---|
| Approved                    | / | / |
| To be reviewed              | / | / |
| Signed (Chair of Governors) |   |   |
| Signed (Proprietor)         |   |   |

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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.

LKS accepts referrals from and admits pupils irrespective of their race, disability, sexual orientation, religion or belief or special educational needs and will not discriminate on these grounds in the terms in which a place is offered. LKS will treat all referrals in a fair, open minded way.

Information and advice relating to particular disabilities (e.g. ADHD (Attention Deficit/Hyperactivity Disorder), ODD (Oppositional Defiance Disorder), Dyslexia, Dyspraxia, SLCN (Speech, Language, Communication Needs), ASD (Autistic Spectrum Disorder)/Asperger's, physical disabilities, visual and hearing impairment,) is circulated as appropriate at Pre-Induction meetings, staff briefings, by email and at other times as needed.

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.

A one stop resource of information and services available to children and young people (aged 0-25) with Special Educational Needs and/or Disabilities (SEND), their parents, carers and families is included in Dudley's Local Offer

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.

We have included a range of stakeholders in the development of this accessibility plan, including parents, students, staff, governors and professional agencies.

## 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 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.

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                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | OBJECTIVES                                                                                                                                                                                                              | ACTIONS TO BE TAKEN                                                                                                                            | PERSON RESPONSIBLE         | DATE TO COMPLETE ACTIONS BY       | SUCCESS CRITERIA                                                                                               |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul> | <ul style="list-style-type: none"> <li>• Extend and develop a differentiated curriculum for all pupils</li> <li>• Provide CPD for all staff. to have up to date training in the use of appropriate resources</li> </ul> | <p>Review curriculum offer half termly</p> <p>Staff to attend training in the use of appropriate resources to support YP with disabilities</p> | <p>SP, TH,JD</p> <p>SP</p> | <p>Easter 22</p> <p>Summer 22</p> | <p>All students with a disability have successfully accessed the curriculum</p> <p>All staff completed CPD</p> |

## 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 management committee.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy