



King
Ecgbert
School

Accessibility Plan

March 2022

Review March 2025

This policy is awaiting ratification

King Egbert School Accessibility Plan

King Egbert School is a caring, safe, happy and productive school that values and celebrates diversity. All our policies are based on our key ERA values:-

- ***Academic excellence for all***
- ***Showing respect at all times***
- ***Having high aspirations and personal goals that go beyond our time in school***

We are committed to promoting positive mental health and emotional well-being for every member of our staff and student body. We pursue this commitment using both universal whole school approaches and specialised targeted intervention.

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 King Egbert School we are committed to ensuring equality of education and opportunity for all students, staff and parents receiving services from us, irrespective of race, gender, disability, religion and belief or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Schools are required under the Equality Act 2010 to have an accessibility plan in place. The purpose of the plan is to:

- Increase the extent to which students with a disability can participate in the curriculum
- Improve the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with a disability

King Egbert School is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan will be made available on the school website – hard copies are available on request.

If you have any concerns relating to accessibility in school, please use our complaints process to raise any legitimate concerns.

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

This policy should be read in conjunction with:

Attendance Policy
 Anti-Bullying Policy
 Safeguarding and Child Protection Policy
 Equality Policy
 SEND Information Report

Action Plan

| Aim | Strategies | Timescale | Responsibility | Success Criteria |
|---|--|-----------|----------------|--|
| Improve and maintain access to the physical environment | Flat bridge access to main reception area | Ongoing | MITIE | All students, staff and visitors are able to access the building as required |
| | Lift access to all three floors | | | All students, staff and visitors can access toilet facilities |
| | Accessible disabled toilets on every floor including in the PE area | | SST, HSE | New students can access all facilities and all areas of the school |
| | Wide corridors throughout the building – students keep to the left to support movement | | | |
| Information about new starters is gathered and shared | | | | |

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| | appropriately to that access to support can be put in place in advance | | | |
| All students, staff and visitors are safe inside the building | <p>Trained first aiders are available in all areas. Training is refreshed regularly and an up to date list of first aiders is maintained</p> <p>Safety plans are written for individual students as necessary and shared with key staff</p> <p>Regular health and safety audits are carried out with appropriate stakeholders</p> <p>Clear signs supporting movement around the building are on display</p> <p>Fire evacuation plans are in place and are updated regularly to incorporate arrangements for students with disabilities.</p> | Ongoing | <p>HW/MBA</p> <p>SST/HSE</p> <p>PHA/MBA</p> <p>MBA/SST/HSE</p> | <p>Health & Safety issues are identified and rectified</p> <p>Safety plans for students are up to date and shared and understood by all key staff</p> <p>Trained first aiders are available when required</p> <p>Students can access clear signage to support safe movement around the building</p> |

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| | Staff are trained to use equipment such as Evac chairs where appropriate. | | | |
| Maintain and increase access to the curriculum for all students with a disability | <p>Provide regular training for all staff so students with SEND can make as much progress as their peers</p> <p>Continue to invest in specialist equipment as required so that students can participate in all areas of the curriculum</p> <p>Ensure all efforts are made so that trips and visits are accessible to all students</p> <p>To have an inclusive extra curricular programme</p> <p>To provide reading intervention so all students are able to access the curriculum</p> <p>Ensure that all information about the needs of students are shared with</p> | Ongoing | <p>SST/HSE</p> <p>MITIE</p> <p>All staff/MBA</p> <p>All staff</p> <p>CBW</p> <p>SST/HSE</p> | <p>All students can access and make the same or better progress as peers in the curriculum</p> <p>100% of students can access extra curricular opportunities</p> <p>100% of students can access trips and visits</p> |

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| | <p>staff as necessary</p> <p>Provide resources that are adaptable so that all students can access them</p> <p>Options process open to all students</p> | | <p>All staff</p> <p>PAB</p> | |
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Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School improvement plan
- SEND policy
- Equality policy
- Curriculum policies.