



ruskinmill
sunfield

Accessibility Policy

Date Updated:	August 2018
Lead Person(s):	Head of Education
Review Date:	August 2019

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.

Sunfield recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the broad curriculum. In furtherance of this principle, Sunfield strives to:

- Ensure that all students and staff are respected and their contribution valued and encouraged.
- Promote access and entitlement for all students to a curriculum which is broad, balanced and differentiated.
- Set suitable learning challenges, respond to diverse learning needs and overcome barriers to learning.
- Ensure that assessment, recording and reporting procedures are carried out effectively, taking into account individual students' circumstances and needs.
- Ensure that teaching methods and resources are without bias, free from stereotyping, and are properly matched to meeting the needs of all students.
- Adopt a collaborative approach involving different professionals to enhance staff expertise in response to the diverse learning needs of the students.

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.

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

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	To ensure curriculum is meaningful and appropriate to all pupils and provides a broad and balanced curriculum.	Termly review of curriculum theme, and annual review of the themes of the term.	Head of Education Class Teachers	Termly Half termly	
	We use resources tailored to the needs of pupils who require support to access the curriculum.					
	Curriculum resources include examples of people with disabilities.	Pupil Progress meetings termly to discuss	Individual Pupil trackers to be maintained and updated on half termly			
	Curriculum progress is tracked for all pupils, including those with a disability.					

	<p>needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>progress and outcomes</p>	<p>basis</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor and door width • Disabled parking bays • Disabled toilets and changing facilities 	<p>New school building completed in 2009. Building has ramp access, an internal lift between the 2 floors, and wide corridors and doorways to enable wheelchair access.</p> <p>Disabled parking bays are located outside the main entrance to the school, and disabled toilets are available on both floors of the school.</p> <p>To improve the overall appearance and condition of the school building, ensuring that it continues to be a learning environment that meets the needs of the pupils.</p>	<p>Refurbishment of the school cottage classrooms.</p> <p>Updating and refurbishment of the main school building, including replacement of some furniture, painting and general maintenance</p>	<p>Maintenance department</p>	<p>Ongoing</p>	

<p>Improve the delivery of information to pupils with a disability</p>	<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 • Symbols, photos and objects of reference • AAC 	<p>To ensure all information is presented in a meaningful and appropriate manner to all pupils.</p>	<p>Ongoing review of communication strategies.</p> <p>Monitoring and review of communication used across organization to ensure that all pupils are able to access meaningful and appropriate information</p>	<p>Speech and Language Therapists</p> <p>Class Teachers</p> <p>Head of Quality Assurance and Safeguarding</p>		
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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 Board of Trustees

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 (public sector equality duty) statement for publication
- Special educational needs (SEND) Policy
- Curriculum Policy