

The British School

Working together for our children's future



Accessibility plan

The British School

Approved by: Full Governors

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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.

The British School is committed to providing the best quality provision for disabled pupils and adult members of the wider community. We ensure that all children have access to all areas of the National Curriculum. Equally we ensure the same commitment is made to enable all children to access extracurricular activities. The school will work towards removing barriers in all areas of the school environment.

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.

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>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Facilitate play/ sand therapy for individual children whenever needed.</p> <p>Provide specific pencil grips where and when needed.</p> <p>Take advice from external agencies where appropriate.</p> <p>Provide visual timetables when necessary.</p> <p>Use of Braille & sign language if appropriate.</p>	To arrange for specific support for individual children as required – currently no additional provision is required.	SEND Leader HT All CT's	Review regularly	All children are making good progress from in year baselines.
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required.	That all areas of the school are accessible to	None at this moment in time. We currently have no need to adjust our	SEND Leader HT	Review regularly	All children are able to access all areas within

environment	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	all pupils.	provision.	All CT's Finance team		the school premises.
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 • Induction loops • Pictorial or symbolic representations <p>Additional provision will be accommodated if the need arises</p>	That every child is able to access all areas of learning.	None at this moment in time. We currently have no need to adjust our provision.	SEND Leader HT All CT's Pupils and staffing committee	Review regularly	All children are able to access all areas of the curriculum.

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 board.

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 (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	Check carpets are well fitted.	Handy man	Monthly
Corridor access	Slightly sloped	Check all hand rails are secure.	Handy man	Termly
Parking bays	One Disabled space	Ensure the space is left vacant and that cars are not double parked. Definitive lines to be remarked for parking bays and new bays created in the lower car park.	Handy man	Daily
Entrances	Front gate	Close whenever possible	All staff	Daily
Ramps	No ramped access to any of the main entrances.	Investigate the cost of a portable ramp if case of need.	Finance	As and when required
Toilets	Suitability	All children's toilets have been updated and are fit for purpose	Premises/Finance	Termly
Internal signage	To be amended / Braille etc if the need arises.	To be addressed in the case of need.	Premises/Finance	As and when required
Emergency escape routes	Fire Exits	To ensure access is clear at all times.	Handy man	Daily

