



Great Missenden School

Accessibility Plan

Approved by:	Great Missenden Local Governing Board
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1. Aims

The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality and to make reasonable adjustments for children, staff and visitors with a disability.

The Great Learners Trust is committed to promoting the elimination of harassment of disabled people, positive attitudes and encouraging the participation of disabled people in public life.

The trust's school sites present a number of difficulties for physical access as many of the building's pre-date current expectations for public buildings. Some areas of the sites remain a less than optimum location for children, staff and visitors requiring full accessibility assistance.

Nevertheless, substantial improvements can be considered, the aims of which can be summarised as:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to pupils with disabilities

Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan (as outlined at appendix 1) and each trust school will address these aims through their plan which will be made available online on the school website, paper copies being available upon request.

The trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust's complaints procedure covers the school accessibility plans. If you have any concerns relating to accessibility in a school, this procedure sets out the process for raising these concerns.

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 and trusts 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.

Physical or mental impairment can include sensory impairments such as those affecting sight or hearing.

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.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Monitoring arrangements

This accessibility policy will be reviewed annually by the board of trustees. The responsibility for the accessibility action plan lies with the local Governing Board and Head Teacher. It is a requirement that the school's accessibility action plan is resourced, implemented, and reviewed and revised as necessary.

4. Links with other policies

This policy is not a standalone document but should be considered alongside other school policies and documents, including:

- Risk assessment policy
- Health and safety policy
- Critical Incident and Emergency Plan
- SEND policy
- Special educational needs (SEN) information report
- Supporting children with medical conditions policy
- Equality information and objectives
- Complaints and resolutions policy

Appendix 1. Great Missenden accessibility action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Physical Accessibility:

Targets	Strategies	Timescales	Responsibility	Success Criteria
For the school to be aware of the access needs of disabled children, staff, governors and parents/carers and how best to meet their needs.	Create access plans for individual disabled children as part of the SSP process.	As required	Inclusion Manager / Class teacher	SSPs are in place for disabled pupils, and all staff are aware of pupils' needs.
	Staff are made aware of the needs of individuals as required.	As required	Headteacher/SLT	Continuously monitored to ensure any new needs arising are met.
	A member of SLT is available to meet prospective pupils and their parent/s / Carer/s, at which point any needs can be discussed, appropriate e.g. pupil with physical needs.	Annually	Headteacher/SLT	Pupils have full access to all areas of school.
	Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school.			School is aware of any accessibility issues.

Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils. (PEEP) Ensure all staff are aware of their responsibilities in evacuation and aware of the relevant SEN information. Class teachers to be aware of responsibilities for any disabled people volunteering in school	As required Ongoing Ongoing	Inclusion Manager / Site Manager	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people can be evacuated quickly and easily.
Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear.	Daily	Site Manager	All disabled personnel and pupils have safe exits from school.
Ensure accessibility of access to IT equipment	Liaise with specialist teachers on information with regard to hardware or software requirements.	As Required	Inclusion Manager	Hardware and software meeting the needs of children as appropriate.

Access to the Curriculum

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	Inclusion Manager	Raised confidence of staff to support children with specific needs.

Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child. Scaffold lesson material to meet the needs of individuals	Ongoing	Inclusion Manager	All staff are aware of individual's needs. All children to have access to lesson material.
Ensure relevant staff receive training on the use of any specialist equipment used by individual pupils.	Training given by the LEA or NHS specialists	As required	Inclusion Manager	Staff feel confident to use and maintain specialist equipment.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are checked for suitability. Develop guidance on making trips accessible.	Ongoing	Class teachers/ Inclusion Manager	All pupils are able to access all school trips and take part in a range of activities.
Ensure PE and Sports Day are accessible to all pupils	Review PE curriculum to include disability sports.	As required	PE Co-ordinator/ Inclusion Manager	All pupils have access to PE and are able to excel.
Ensure that all pupils are supported by the Behaviour Policy and Restrictive Physical Intervention Policy	All staff to be aware of policies. All staff to be trained using 'steps' approach.	As required	Headteacher/Inclusion Manager	All children will be supported through a consistent approach to sanctions.
Children needs considered to access SATs and other assessments	Vulnerable children to be assessed, using the criteria as set by the DFE.	As required	Inclusion Manager/ Headteacher	All children will be supported to enable them to access assessments and SATs
Ensure all children with visual needs are able to access handouts and written information	School to amend worksheets and written information accordingly	As required	Inclusion Manager/ Class Teacher	All children are able to access written information