

## Accessibility Plan

# Theale Green School



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## Contents

1. Aims .....	2
2. Legislation and guidance .....	5
3. Action plan .....	6
4. Monitoring arrangements.....	11
5. Links with other policies.....	11
Appendix 1: Accessibility audit .....	11

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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 aims of this statement are to ensure that:

- applications for admission from all potential students are considered in line with the published admission arrangements;
- applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications;
- disabled employees and students have access to the appropriate support and adaptations to enable them to be fully included in the life of Theale Green School;
- the views of individual students or employees are taken into account at all times when their requirements are being assessed;
- all students are fully integrated into Theale Green School and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment;
- employees working with disabled people, either as colleagues or as students, have appropriate information, support and training;
- Theale Green School takes steps to enable employees and students who become disabled during their time at Theale Green School to continue in their chosen career or course of study as far as is practicable;
- disabled members of the public can fully participate in public events held within Theale Green School;
- so far as is reasonably practicable, Theale Green School premises are accessible and safe for disabled people; and
- no disabled student or employee is treated less favourably as a result of their disability.

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.

## **Disability Code of Practice**

### **Environment**

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and employees with disabilities will be carefully planned and published.

### **Students**

Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into Theale Green School unless:

- the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- Theale Green School would be unable to provide suitably trained employees or facilities to allow the requirements of the National Curriculum to be met.

Theale Green School will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. Theale Green School will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, where possible alternative provision will be made.

Where students have a disability or who become disabled whilst studying at Theale Green School, all reasonable adjustments wherever possible will be made by employees to enable the student(s) to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCo and an Individual Education Plan drawn up on an annual basis.

Theale Green School recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. Theale Green School will liaise with the relevant Examination Boards in such instances. Students and parents/guardians will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCo.

## **Employees**

Wherever practicable, Theale Green School will:

- consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equality Act (2010) and Disability Discrimination Act (2005)
- ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications.
- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Employees, who become disabled during their employment by Theale Green School, so far as is practicable, will continue to remain employed by Theale Green School subject to review by the Principal and the Board of Governors. This review will assess their ability to carry out the duties of their post. Help from related professional organisations may also be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.

Theale Green School will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post
- a gradual return to work
- a reduction in hours
- redeployment
- premature retirement on grounds of incapacity
- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).

Theale Green School will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those employees who become disabled whilst employed.

Theale Green School will ensure that a programme of training is offered to employees to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

The school supports any available partnerships to develop and implement the plan.

The Special Educational Needs Coordinator (SENCo) will be responsible for ensuring that employees and parents/guardians are made aware of this policy and that the Disability Code of Practice set out below is followed. (Throughout this policy, the term “parents/guardians” means all those having parental responsibility for a child.)

The Headteacher and Local Governing Body will have overall responsibility for ensuring that this policy statement is implemented. 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.

## **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.

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

### 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 <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Increase access to the curriculum for pupils with a disability:</b>	Our Curriculum Intent is based on the ACES premise:  <i>The Intent for our curriculum (ACES) is that it reflects the following:</i> ➤ <b>Aspirational</b> – <i>challenging and links directly to their futures</i> ➤ <b>Coherent</b> - <i>links subject areas together through</i>	Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	SLT responsible for outcomes and quality of education	Ongoing	All teachers are able to more fully meet the requirements of disabled students' needs with regards to accessing the curriculum. Meeting time is devoted to sharing of good practice/differentiated resources  - Increase in access to the Curriculum. Needs of all students are met
		Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations	SENDCo	Ongoing	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available  - Needs of all students are met. Good progress made by all learners

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	<p><i>common language, pedagogy and planning</i></p> <ul style="list-style-type: none"> <li>□ <b>Enables</b> - all learners to remember what they have been taught in the long term</li> <li>□ <b>SEND and Disadvantaged</b> - students achieve equity with their peers through the curriculum</li> </ul> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum resources include but are not limited to; extra time, coloured overlays, use of lap tops, large font &amp; coloured paper</p> <p>Curriculum progress is tracked for all students, including those with a disability</p> <p>Targets are set effectively and are appropriate for students with additional needs</p>	<p>Classrooms are optimally organised to promote the participation and independence of all students</p> <p>A wide curriculum. Including technology and arts subjects enables student choice and allows for a combination of arts and academic subjects.</p> <p>Targets are sufficiently aspirational and achievable</p>	<p>Student options at KS4 are analysed and reviewed. Provision for individual students is reviewed termly from teacher feedback and via assessment points</p> <p>Tracking takes place three times per year through assessment points.</p> <p>Delivery of interventions are reviewed termly</p>	<p>SLT responsible for outcomes and quality of education</p> <p>SENDCO &amp; Heads of Department, classroom teachers</p> <p>SENDCo &amp; Heads of Department, classroom teachers</p>	<p>Annually in Term 3</p> <p>Termly by class teachers</p> <p>After each Assessment Point</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual students. All students are included in the learning</p> <p><b>- Increase in access to the Curriculum Needs of all students are met</b></p> <p>Accessibility for all students is their normal way of working and reflected in final external exams and assessments</p> <p>Interventions match the needs of the students to improve outcomes reflected by AP data</p> <p>The curriculum offer attracts students to TGS.</p>

	The curriculum is reviewed to make sure it meets the needs of all students.		Curriculum is reviewed in Term 5 of each academic year	Head of school	Ongoing and Annually	
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<b>Improve and maintain access to the physical environment</b>	Where facilities are newer, the environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Lift access</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>	Access to first floor classroom and 6 <sup>th</sup> Form specialist areas, in addition to ground floor classroom	ALET facilities and Headteacher to organise a DDA survey to review site accessibility with particular note of areas identified in Appendix 1	AH/JH	Ongoing as need arises Flagged by Head of Year on admissions All students, regardless of need will be able to access the facilities	Alternative provision arrangements for disabled students are minimised due to improved accessibility of the site
	New emergency signage and lighting have been repaired / installed  Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	Safe evacuation procedures	Emergency exits are clearly marked and new external signage is now in place.  Practice evacuations take place termly.  Inclusion staff liaise with site manager over any issues regarding disability.  Site manager to consider evacuation from first floor accommodation when lifts are	Site Manager / First Aid staff / SENDCo / Leadership Team, Office Manager	Ongoing	All evacuation plans and PEPs are up to date, on file and understood by the relevant teams

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			<p>inoperable due to emergency</p> <p>Evac chair considered for sixth form stairwell?</p> <p>Personal Evacuation plans for students/staff where appropriate and as the need arises</p>			
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Use of website</li> <li>• Use of Inmail</li> <li>• Sharing of presentations</li> <li>• SWAY (video &amp; text formats)</li> </ul>	<p>Availability of written material in alternative formats</p>	<p>Theale Green School will make itself aware of the services available for converting written information into alternative formats as required</p>		<p>Ongoing</p>	<p>Theale Green School will be able to provide written information in different formats when required for individual purposes as required</p>
		<p>Make available Theale Green School prospectus and other information for parents and carers on website and in paper format</p>	<p>Review all Theale Green School publications and promote the availability in different formats</p>		<p>Ongoing</p>	<p>All Theale Green School information available for all</p>

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		Review documentation with a view of ensuring accessibility for students with visual impairment	Get and share advice on alternative formats and use of IT software to produce customized materials as required		Ongoing	Delivery of Theale Green School information to students and parents with visual difficulties improved
		Ensure that all Theale Green School communications use plain English	A member of SLT to check all communications to parents/carers before distribution		Ongoing	All communications will be easy to read and have clarity of purpose.

## 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 Headteacher and LGC

## 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				
Corridor access				
Lifts				
Parking bays				
Entrances				
Classroom Access				
Ramps				

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Toilets				
Reception area				
Internal signage				
Emergency escape routes				