Wickham Common Accessibility Plan

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1. Aims

Mosaic Schools Learning Trust and its schools aim 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.

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 access education, facilities and services
- Improve the availability of accessible information to disabled pupils

The Trust will work to ensure all of its schools provide an environment that is welcoming, caring, calm, safe and purposeful.

We will seek to make the curriculum accessible to all pupils helping them to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

The plan will be made available online on the school website, and paper copies are available upon request.

Our 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 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 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 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.

2. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term 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 scaffolded curriculum for all pupils · We use resources tailored to the needs of pupils who require support to access the curriculum .Curriculum resources include examples of people with disabilities and protected characteristics. · Curriculum progress is tracked for all pupils, including those with a disability and protected characteristics	Ensure curriculum resources are regularly checked to ensure they include updated examples of people with disabilities and protected characteristics. Regularly review the pupils with disabilities and protected characteristics and what support they require to access the curriculum.	Curriculum leaders to regularly check the resources for their areas include updated examples of people with disabilities and protected characteristics. Class teachers to ensure they are aware of the needs of their children and ensure that they are provided with the appropriate curriculum resources.	Curriculum leaders Class teacher	Ongoing Ongoing	All children have access to an appropriate curriculum.

	· Targets are set effectively and are appropriate for pupils with additional needs					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required, this includes:	Improve toilet facilities for disabled users	Increase the amount of disabled accessible toilets in	Facilities Manager	When reasonably practicable or when funding is available to make to improvements	All children have access to the appropriate environment

	• Secure gates - only authorised cars can drive into the school car park. • Inclusive play opportunities provided for all students. • Inclusive after school clubs provided for all students. • Outdoor seating area - plenty of room for wheelchair users to sit at the tables. • Disabled toilets, in general, well signed and include toilet safety handle bars, sink, hand dryer and an emergency pull cord. • Good wheelchair access to the front of the school • Classrooms - very spacious. Furniture could be moved if necessary to allow easy access for wheelchair users to		the KS2 block.		needed	
		Improve external and internal environment access for visually impaired people	Renew yellow strip mark step edges Regularly replace broken blinds in classrooms and other spaces – ensure that routes around site are clear – Handrails, steps and doorways clearly visible throughout site – obvious contrast to provide best visibility to users	Facilities Manager	To be maintained year round	Fully compliant buildings and grounds
		Improve signage access to and around the school building	Clearer and more obvious signage commissioned. Wheelchair accessible routes well defined and obvious to see and navigate	Facilities Manager/SENCO	As required	All users will be able to find main entrance and navigate main access the building

	manoeuvre independently.					

		Maintain safe access throughout the internal building	Carpets need replacing in several areas as they are bunching up creating an obvious trip hazard - particularly for those with visual impairments. Awareness of flooring, furniture and layout in planning for disabled pupils	Facilities Manager	A rolling program is in place to replace the carpets throughout the site.	Fully compliant buildings and grounds
		Evacuation plans for Disabled students and staff	Personal Emergency Evacuation Plans (PEEPs) in place for all disabled students and staff ensure all staff are aware of their responsibilities in relation to disabled pupils	SENCO/SBA	Ongoing	Every student/staff member that requires a PEEP has one and are reviewed annually

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations – these are used is every classroom • Large print and braille are available when this is required/recommend ed for pupils	Check internal signage is accurate and readable. Adapt print and access Braille documents as necessary.	Regular checks that signage is well displayed and correct Ongoing provision of large print or Braille as required	SENCO / Premises Officer	Ongoing	All pupils with a disability will have access to all relevant information.

3. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by The Head teacher.

4. 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