Name of Policy	**Accessibility Plan Policy**
School Lead	SENDCo
Governor Lead	FGB
Date of last Review	9th March 2023
Date of Approval	9th March 2023
Date of next Review	January 2026
Links to other policies	- Equality - Anti-Bullying Policy - Admissions - Safeguarding - SEND
Chair of Governors sign off signature and date	B. Temple 9.3.24

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➤ Introduction

- [Please note that this policy will utilise the term 'disability' whilst acknowledging the complexities surrounding its origins and usage].
- The Pilgrim School is a diverse and inclusive community where every member is of equal worth. We celebrate disability as diversity rather than and impairment and seek to give every pupil an equal chance to learn. Pupils who attend The Pilgrim School have often had negative school/learning experiences, therefore this policy not only seeks to make learning accessible for all, but also seeks to redress and heal what has often been a lack of access, promoting a hopeful outlook for all.
- Equality of opportunity is at the core of our thinking, as we seek to acknowledge and celebrate the diversity of learners whilst at the same time decoupling the stigma of difference (Wedell, 2008). We recognise that often disability is a consequence of the way society operates, rather than a consequence of a person's difference. We therefore seek to remove any barrier's that might impede access and ultimately a pupil's life choice.

➤ Context

- The accessibility plan addresses the statutory requirements of the Equality Act 2010 and the special educational needs and disabilities (SEND) code of practice, September 2014. The equality act places a duty on The Pilgrim School aim:
  - Eliminate discrimination.
  - Advance equality of opportunity.
  - Create and encourage good relations between all.
  - Remove or minimise disadvantage.
  - Meet the needs of those with 'protected characteristics.
  - Actively encourage people from protected groups to participate in life where their participation is disproportionately low.
- The equality act (2010) requires The Pilgrim School to devise an Accessibility Plan to show how it will operate in 3 main areas:
  - To increase the extent to which students with a disability can participate in the school's curriculum.
  - To improve the physical environment of the school to ensure students with a disability are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
  - To improve the delivery of information to students with a disability, so information is as available as it is for students who do not have a disability.
- As aforementioned, however, although the accessibility plan is specific to pupils with a disability, in practise, it encompasses all of the pupils at The Pilgrim School, who have experienced difficulties in matters of access to education, making this plan central to our thinking as a school. Whether or not a pupil considers themselves to have a disability, all pupils are entitled to equality of access to education. We will therefore take account of every individual need as well as tackling prejudice and discrimination and promoting understanding of individual diversity.

- Furthermore, this policy will address a fourth area: The emotional environment. In many ways, this fourth area is most important in the context of The Pilgrim School, as a majority of the pupils come to use having experienced a lack of access to education due to an aspect of social, emotional or mental health difficulties. We recognise that this is often as a consequence of the way society operates, rather than as a consequence of a person's difference, and many of the pupils have not been able to access a school environment which does not allow for their diversity. This fourth area is therefore central to this policy.

➤ Aim

- All pupils will have equality of opportunity, whether or not they consider themselves to have a disability. They will have access to appropriate qualifications which will enable them to live a full and hopeful life.

➤ Objectives

- The objectives of this plan are to ensure that all pupils, including those with disabilities, are fully involved in school life and are making good progress:
  - To identify barriers to participation and find practical solutions to overcome these.
  - To work collaboratively with pupils with disabilities and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
  - To increase the confidence, sensitivity and expertise of all school staff when teaching or supporting a wide range of pupils with disabilities.
  - To meet the requirements of the equalities act and the SEND code of practice in respect of disabled students.

➤ Definitions

- Definition of disability (equality act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day to day activities".
- Definition of special educational needs (SEND code of practice September 2014): A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person has a learning difficulty or disability if they:
  - Have a significantly greater difficulty in learning than the majority of others of the same age.
  - Have a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

➢ The accessibility plan.

- To increase the extent to which pupils with a disability can participate in the school's curriculum:
  - To improve the physical environment of the school to ensure students with a disability are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
  - To improve the emotional environment of the school to ensure students with a disability are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
  - To improve the delivery of information to students with a disability, so information is as available as it is for students who do not have a disability.
- All learning resources and sources of information are made available and accessible to all pupils. This is done according to the specific needs of the pupil. Examples include:
  - Resources which consider reading age, images and layout.
  - The use of technology such as iPads.
  - Coloured overlays and other visual aids.
  - Tactile resources and the use of braille.
  - Readers and/or scribes.
  - Anything else which is needed by an individual pupil.
- The content of information which is delivered to pupils is also planned carefully due to the highly varied needs of our pupils. Individual pupil experience is considered when dealing with 'sensitive' material, and the manner of delivery and who it is delivered by are central to this.

➢ Responsibilities

- All stakeholders are responsible for the implementation of this policy:
  - Governors are responsible for the approval of this plan.
  - Leaders are responsible for ensuring that this policy is implemented, resourced and reviewed.
  - All staff are responsible for identifying any barriers to access and addressing them.
  - All staff are responsible for addressing any discriminatory behaviours.
  - The SENDCo is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting the needs of students with a disability.

➢ Review

- The school carries out an accessibility audit annually.

➢ Related policies

- Equality.
- Anti-bullying policy.
- Admissions.
- Safeguarding.
- SEND.

➢ Appendix 1

Accessibility Plan Audit	The Pilgrim School Base name… Amber Hill (10.11.20) Lincoln (4.11.20) Baumber (18.11.20) Staff making audit CA.

Questions to ask	Issues Identified	Barrier to access Yes/No	What sort of issue is it? e.g. training, policy, Documentation, physical environment, communication	Should this transfer to the plan? Yes/No
1 CULTURE ETHOS POLICIES PRACTICES				
1.1 Is everyone made to feel welcome including those with physical disabilities or sensory impairments?		No barrier		No
1.2 Are there high expectations of **all** pupils?		No barrier		

1.3 Do staff, governors and pupils share a philosophy of inclusion?		No barrier		No
1.4 Are pupils equally valued?		No barrier		No
1.5 Do staff seek to remove all barriers to learning and participation?		No barrier		No
1.6 Are lessons made accessible to all students?		No barrier e.g. use of laptops, coloured paper, overlays, seating and different pens etc **Observations by SENDCo needed**	physical	Yes
1.7 Do you make the best use of classroom assistants (LSAs)?		Use of pupil passports and best use of support staff needs to be scrutinised. **Observations by SENDCo needed**	Training Communication of needs	Yes
2 STAFF TRAINING				
2.1 Do you ensure that staff are familiar with technology and practices		As above	Physical Communication of needs	Yes

developed to assist people with disabilities?				
2.2 Do you ensure that teachers and LSAs have the necessary training to teach and support disabled pupils?		Yes-it is put into practice? As above-add to plan	training	Yes
2.3 Are your staff aware of how classrooms should be optimally organised for disabled pupils?		Yes As above-add to plan	Training communication	Yes
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?		Yes As above-add to plan	Training	Yes
3 PROVISION OF WRITTEN INFORMATION				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?		Passports As above-add to plan	Training Policy Communication	Yes
3.3 Do you provide access to computer technology appropriate for students with disabilities?		Passports and exams access arrangements as above-add to plan	Environment	Yes
3.4 Do you ensure that information is presented to groups in a way which is user friendly for pupils with disabilities which affect their vision e.g. by		Passports As above-add to plan	Environment	Yes

reading aloud overhead projections and describing diagrams?				
3.5 Do you have the facilities to produce written information in a variety of font sizes?		Yes, has this been done? **Observations**	Environment	Yes

4 THE PHYSICAL ENVIRONMENT

(Consider all the areas to which pupils should have access including all academic, sporting, play, social facilities; these would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.)

4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils to use wheelchairs?	AH-heavy fire door to playground. Lincoln-step to outdoors, ramp needed, or bright tape?	Yes	Physical environment	Yes
4.2 Are toilet facilities and showers accessible to wheelchair users?		Yes accessible. No shower at AH	Physical environment	No
4.3 Are there safe pathways of travel around the school site and parking arrangements?		Yes, safe pathways. Be aware of number of taxis at same time	Physical environment	No
4.4 Is there any décor which may be confusing or disorientating for disabled pupils with visual impairment, for example floors and walls		Floors and walls differentiated.	Physical environment	No

which are the same colour?				
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?		No	Physical environment	No
4.6 Is there accessible storage to enable disabled pupils to access aids and equipment?		Yes, accessible at correct height and key stored away	Physical environment	No
4.7 Are there arrangements which might prevent the inclusion of people with disabilities affecting their hearing including rooms with poor acoustics and noisy equipment?	Large rooms with strip lights at all bases. Acoustics at Baumber poor	Could affect pupils with sensory difficulties	Physical environment	Yes, be aware but this is part of building
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	Slippery surface on cube approach ramp at Lincoln	No but needs care when wet/icy	Physical environment	Yes
4.9 Do emergency and evacuation systems include alarms with both	Auditory fire alarms but no visual components at	Yes All bases need these	Communication	Yes

visual and auditory components?	Lincoln, AH or Baumber			