



Accessibility Plan

Esland Isaac Newton School

Approved by:	Denise Williams	Date: October 2020
Last reviewed on:	N/A	
Next review due by:	October 2021	

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.

Esland aims to provide a fully accessible curriculum for all of its pupils. The majority of pupils at Esland will have some form of disability relating to learning, emotional and behavioural difficulties. We have an approach which embraces elements of the education, care and therapy aspects of Esland, allowing us to provide access to a wide academic, social and personal curriculum. We aim to increase physical and cognitive access to all areas of schooling.

The school has set the following priorities-

1. to continually develop an active, inclusive approach to curriculum delivery
2. to increase the quality of the teaching and learning giving our pupils the best chance of success after school

Most pupils coming to us at Esland will come with an EHCP. From this information and information gathered during initial assessments we will formulate an Individual Education Programme. We therefore have an effective system of knowing the pupil's abilities and limitations and addressing them through a specialised curriculum. Each pupil will have their progress and needs reviewed regularly from an education and therapy perspective. This information will be collaborated and developed into a package which best suits the individual's needs. We have a high staff to pupil ratio which may include enhanced support to meet the needs of the individual pupil and their physical or cognitive ability. Any physical disabilities which may exclude the individual from any aspect of life at Esland School will be identified and addressed as a priority.

Esland has a commitment and will take responsibility for any reasonable physical changes to the school environment that may be needed upon the referral and admission of a pupil with a physical disability.

This 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.

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.

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.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Our school offers a differentiated curriculum for all pupils. 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>Curriculum is reviewed to ensure delivery of formal and informal educational opportunities.</p> <p>Informal opportunities may include off-site activities.</p> <p>Ensuring pupils make good progress towards outcomes as highlighted in EHCPs.</p>	<p>Curriculum policy to be reviewed to allow access to curriculum for all pupils.</p>	<p>Headteacher</p>	<p>Jan 2020</p>	<p>Suitable curriculum in place that doesn't exclude pupils with disabilities</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The school environment is adapted from an office building to meet the educational needs of pupils.</i></p> <p><i>This includes:</i></p>	<p>School is prepared for any visitor with additional support requirements to access</p>	<p>The ground floor is level and all rooms are accessible</p>	<p>Head teacher / H&S Officer</p>	<p>October 2021</p>	<p>Reasonable attempts to enable access to curriculum across the site</p>

	<ul style="list-style-type: none"> • <i>Sensory aspects such as displays and lighting</i> • <i>Toilet and washing facilities</i> <p><i>There is limited access to the first floor of the building for a person with motor difficulties.</i></p>	<p>the building. Signage and supports are available to enable this.</p>	<p>All booked visitors will be asked about any additional needs or support required when the booking is made.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Use of colour documentation</i> • <i>Pictorial or symbolic representations</i> • <i>Use of AAC</i> • <i>SALT intervention</i> <p><i>Additionally should a pupil require information in a different language, this can be provided.</i></p>	<p>Staff training</p> <p>All staff to be aware of specific pupil communication needs</p> <p>Half term audits of communication methods across the environment</p> <p>Signage to be monitored</p>	<p>Environment audit to take place Autumn Term</p>	<p>DHT/ SEnCo, Sue Harvey</p>	<p>Reviewed each half term</p>	<p>Environment will be well signposted and that staff are aware of individual needs of pupils.</p>

<p>To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities</p>	<p><i>As per Eslands Equality Policy & Guidance</i></p>	<p>Ensure that we are compliant with policies and procedures</p>	<p>Reviewed annually</p>	<p>Headteacher Denise Williams Head of Education Services Swavek Nowakeiwicz</p>	<p>As required</p>	<p>All recruitment processes followed using Esland's Policy and Guidance and in conjunction with the Equality Act 2010</p>
<p>If the needs of the employee change during the period of employment their employment Esland will make all reasonable adjustments to keep the employee in employment</p>	<p><i>Compliance with policies and procedure</i></p>	<p>To support staff in line with policies and procedures</p>	<p>Possible actions Meeting with Line Manager to discuss needs of employee Take reasonable steps to adjust working environment to support these needs</p>	<p>Headteacher Denise Williams Head of Education Services Swavek Nowakeiwicz</p>	<p>As required</p>	<p>Where possible employee will remain in employment</p>

Monitoring arrangements

This document will be reviewed at least annually but may be reviewed and updated more frequently if necessary.

It will be approved by Swavek Nowakeiwicz (Head of Education Services for Esland Care)

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
- SEND Policy
- Supporting pupils with Individual Health Plans

Appendix 1: Accessibility audit



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2, ground floor & first floor.	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Corridor access	Ground and First Floor.	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Lifts	NA			
Parking bays	Parking facilities available on school site and outside school, on-road	Information to visitors on parking facilities, on-site parking all one level to reception area – include on website	Headteacher Denise Williams Admin Support	Jan 2021
Entrances	The school has a main entrance which is 'on one level' with the surrounding land.	Signage to direct those with mobility issues to the main entrance. Any additional support required is checked during the initial booking process for any visitor.	Admin H & S Officer	In place (ongoing)

Toilets	Ground floor toilet has disability access	Ensure appropriate signage directs to facility	H&S Officer	October 2020
Reception area	Accessible to wheelchair users – all one level	Signage to direct those with mobility issues to the correct doorway. Any additional supports are checked during the initial booking process for any person. Reception desk at accessible height to wheelchair users	Headteacher Denise Williams	In place
Internal signage	Signs in place	NA	Headteacher Denise Williams	H&S Audit completed April 2020
Emergency escape routes	Fire Evacuation Plan in place Signs posted around building Exit routes External Fire Escape	Weekly testing of systems Termly fire drill	Headteacher Denise Williams H&S Officer	Weekly (ongoing) H&S Audit completed April 2020