



Delta Federation Accessibility Policy

Next Review Date: September 2026

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Drayton Park and Brooksward School are inclusive schools. This plan intends to show how we intend to improve the accessibility of the school for; children with disabilities, staff, parents/carers and visitors.

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 pupils with special educational needs and disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with special educational needs and disabilities to take better advantage of education, benefits, facilities and services provided. Consideration is also given to staff, parents and visitors in accessing the premises.
- Improve the availability of accessible information to pupils with special educational needs and disabilities, parents, staff and visitors.

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.

Where children are identified as having Special Educational Needs or disability (SEND), the school is committed to ensuring that all the children, regardless of their specific needs, make the best possible progress in school through special educational provision.

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.

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

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.

We have included a range of stakeholders in the development of this accessibility plan, including governors and staff.

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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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. 2

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	Objectives	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>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>For all children with any disability to be able to access the whole curriculum effectively</p>	<p>All subjects are to be planned taking into account the wide range of disabilities and how this might affect participation</p>	<p>Subject Leads</p>	<p>June 2024</p>	<p>All children are able to fully access all parts of the curriculum</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Pedestrian Access ramps 	<p>For all children/staff with any disability to be able to access all parts of the school</p>	<p>Establish an annual audit of accessibility of buildings and facilities with respect of specific pupils, parents and visitors access requirements.</p>	<p>Site Manager/Head of School</p>	<p>June 2024</p>	<p>All children and staff are able to access the physical environment safely</p>
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4 Monitoring arrangements

The action plan will be reviewed each term by the (Head teacher) to ensure actions have been completed. New actions will be added as school population changes and new needs are identified.

Governors will review the document every 3 years.

5 Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equal Opportunities Policies
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy • Teaching and Learning Policy

