



Accessibility Plan

Date Published	July 2023
Version	1
Approved Date	July 2023
Review Cycle	Annual
Review Date	July 2024

An academy within:



“Learning together, to be the best we can be”



1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people 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.

1.2. At Pennine View School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. At Pennine View School **we work together to ensure all of our children and their families are at the centre of everything we do.** We want **everyone** in our school community to follow our vision:

Be safe

We support our pupils to:

- Grow into reliable, confident, independent and positive citizens
- Have their own voice and make their own decisions
- Take measured and calculated risks, thinking through consequences of actions and decisions

Have respect

We support our pupils to:

- Have self-respect and build self-esteem
- Have acceptance and respect for other cultures, faiths, religions and ideas to promote positive attitudes towards other people and help them feel part of their community
- Have respect for our environment

Try your best

We support our pupils to:

- **Learn** key knowledge, skills and understanding that they need for their next phase of their education and in order to maximise their life chances and economic well-being in adulthood
- **Enjoy** the exciting, rich and challenging learning opportunities



- **Achieve** so that they develop a positive image of themselves as confident, resourceful, enquiring, independent and capable learners

1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

1.4.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)

2. Legislation And Guidance

2.1. This plan 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. This 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.

2.2. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3. We are required to make "reasonable adjustments" for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Links With Other Policies

4.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement



- Health and Safety Policy
- Supporting Pupils With Medical Needs Policy

Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for pupils with a disability.	<p>Differentiated curriculum</p> <p>Tailored resources</p> <p>Curriculum resources</p> <p>Progress tracking</p> <p>Appropriate targets</p> <p>Regular review of curriculum</p>	<p>Complete Equality, Diversity and Inclusion Audit – specific focus section 4 Curriculum and Resources.</p>	<p>Develop the role of Pupil Parliament so that equality is a standard agenda item.</p> <p>Monitor displays, resources and curriculum content.</p>	<p>Equality Lead and Deputy Headteacher</p> <p>SLT</p>	<p>End of Autumn 2</p> <p>End of each half term.</p>	<p>Pupil Parliament members support leaders to drive equality and inclusion across the school.</p> <p>The school curriculum promotes and celebrates equality and inclusion.</p>
Improve and maintain access to the physical environment	<p>Ramps</p> <p>Corridor Width</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p>	<p>Complete Equality, Diversity and Inclusion Audit – specific focus section 2 school environment.</p> <p>Improve access to outdoor learning areas.</p>	<p>Audit all spaces in school to ensure they are inclusive and non-discriminatory.</p> <p>Review access to wild corner</p>	<p>Equality Lead and Headteacher</p> <p>Headteacher</p>	<p>End of Autumn 1</p> <p>End of Spring 1</p>	<p>Spaces are inclusive and non-discriminatory.</p> <p>Ease of access ensures that pupils are</p>



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
	Library shelves at wheelchair height.	Ensure new building is fully accessible for all.	and greenhouse area. Work with buildings and procurement.	Headteacher	September 2023	presented with the same opportunities.