

Accessibility Plan



The Inspire Multi Academy Trust (South West)

March 2025



Ernesettle Community School

Accessibility Plan

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.

Ernesettle Community 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.

At Ernesettle Community School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Ernesettle Community School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

Ernesettle Community 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.

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

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.

Ernesettle Community School has adopted this Accessibility Plan in line with the school's SEN Information Report with the aim of ensuring that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our SEN Information Report outlines the school's provision for supporting pupils with Special Educational Needs and disabilities (SEND). This Accessibility Plan, in conjunction with our SEN Information Report explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and provides an outline of how the school will manage this part of the SEND provision.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the Academy in a number of areas and actions to increase accessibility for pupils with SEND. Progress as a result of these measures will be updated annually and reported to the governing body.

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			Outcome and Success Criteria
		Short Term	Medium Term	Long Term	
Improve the delivery of information to pupils with a disability.	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Forms of technology including iPads and talking tins 	Completion of audit of training needs for all staff.	<p>Termly meetings between SENCO, SLT and Staff to review training needs and opportunities relating to SEND.</p> <p>Trust Inclusion Leader to identify training needs suited to support individual pupils as part of the review cycle.</p>	An annual review of staff training needs relating to SEND becomes part of an embedded cycle of auditing staff training needs. Ensuring plans are in place to meet these training needs and review the impact of the training.	<ul style="list-style-type: none"> • Identification of priority areas for provision of staff training in order to enhance ability of staff to meet the needs of SEND pupils. • Provision of termly staff development training sessions delivered both by ECS staff and external providers. • Ability of teaching and non-teaching staff to meet the needs of SEND pupils is both comprehensive and up to date.

Aim	Current Good Practice	Objectives			Outcome and Success Criteria
		Short Term	Medium Term	Long Term	
Increase access to the curriculum for pupils with a disability.	<p>Our school's approach includes the following:</p> <ul style="list-style-type: none"> Our school offers a progressive curriculum that is accessible for all children We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources are inclusive and where possible, include people with disability Curriculum progress is managed and monitored effectively, including those with a disability Targets are set effectively in a way that enables children to continue to make good progress, and are appropriate for children with disability The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>SENCo and Trust Inclusion Leader to meet with SLT to analyse performance of SEND pupils, focussing on Core Subjects.</p> <p>Any current areas of under-achievement are identified, and interventions to support with this are planned for.</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum.</p>	<p>SEND governor to scrutinise SEND progress and actions taken to address through meeting with SENCo/Trust Inclusion Leader.</p> <p>SENCo then feeds back to teachers to support the development of strategies to address this.</p> <p>All staff are aware of those children with SEND/Disability in their classrooms and ensure they are properly supported in the curriculum.</p>	<p>SEND Governor to complete Link Governor Visit Form with action points. This will be fed back to the Headteacher and Senior Leaders.</p> <p>SENCo meets regularly with Headteacher and Assistant Headteacher to scrutinise SEND pupils' progress.</p> <p>SENCo to review accessibility of curriculum and qualifications, particularly for low level learners, through meetings with Unit Leaders.</p>	<ul style="list-style-type: none"> Staff are aware of any potential gaps in attainment between those with SEND/Disability and those without. All children feel confident to access the curriculum and have the support they need. Scrutiny of SEND achievement is embedded as a regular part of analysis of progress pupil progress. Gap between progress of SEND and non-SEND pupils is narrowed.

Aim	Current Good Practice	Objectives			Outcome and Success Criteria
		Short Term	Medium Term	Long Term	
To ensure the schools infrastructure is accessible to all.	<p>Staff continually review ICT equipment and software in line with pupils' needs.</p> <p>Safe and accessible environment.</p>	<p>Identification of barriers to learning which the ICT department can then review.</p> <p>Regular maintenance programme and risk assessments carried out.</p>	<p>To use the ICT department to identify areas of development that could enhance accessibility.</p> <p>Trust Inclusion Lead/SENCo to liaise with Business Manger regarding any pupils with specific needs.</p>	<p>All pupils can participate in learning using ICT, which is appropriate to their specific needs.</p>	<ul style="list-style-type: none"> Continue to refresh technology in line with latest developments. To have a range of equipment and software which all pupils can access.

Aim	Current Good Practice	Objectives			Outcome and Success Criteria
		Short Term	Medium Term	Long Term	
Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of the pupils as required, this includes:</p> <ul style="list-style-type: none"> • Ramps • School lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at a wheelchair height • Accessible and spacious classrooms 	<p>Regular maintenance program and risk assessments carried out.</p> <p>All staff mindful and able to create a safe and accessible learning environment.</p>	<p>SENCo/Trust Inclusion Leader to liaise with Business Manager regarding pupils with specific needs.</p> <p>SENCo/Trust Inclusion Leader to liaise with SLT so that all staff are aware of any additional needs.</p> <p>Trips and visits to be carefully thought through to enable all learners to attend, regardless if they have a disability.</p>	<p>Constant review and acknowledgment of those with additional needs attending our site, accessing our curriculum and attending trips/visitors, planning for this carefully.</p>	<ul style="list-style-type: none"> • Review of parking and drop off areas. • The environment is adapted to the needs of pupils as required. <p><u>This includes:</u></p> <ul style="list-style-type: none"> ▪ Ramps ▪ Elevators ▪ Corridor width ▪ Disabled parking bays ▪ Disabled toilets and changing facilities <ul style="list-style-type: none"> • Build in the needs of all pupils, parents and all visitors to allow access for all. • All pupils, including those with learning of physical/ sensory disabilities are able to access the entire site.

Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body and Headteacher.

Links with Other Policies

This Accessibility Plan is in conjunction with the following policies and documents:

- Health and Safety Policy
- Equality and Diversity Policy
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy