



# ACCESSIBILITY PLAN

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# Rotherham Aspire

## Accessibility Plan

### Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

This Accessibility Plan carries out the same duties as previously existed under the Disability Discrimination Act DDA and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.
- To improve the availability of accessible information to disabled pupils.

### Definition of Disability

According to the Act, a disabled person is defined as: someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

In accordance with the Act the plan focuses on three key areas:

- Increasing the extent to which disabled pupils can participate in the school's 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.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The plan is reviewed and updated each year.

### 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.

This policy complies with our funding agreement and articles of association

## Key Aims

At Rotherham Aspire we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring to suit individual needs.
- To provide training to all staff regarding the needs of the disabled people and how to provide assistance to enable them to fully access the day and enjoy being within the setting.

Rotherham Aspire is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document and should be read in conjunction with the following:

- School Improvement Plan.
- Special Educational Needs Policy.
- SEN Information Report.
- Curriculum Policy.
- Health & Safety Policy.
- Behaviour Management Policy.
- Medical Policy.
- Safeguarding Policy and arrangements.
- Staff personnel policies including Sickness Absence.

This plan is shared with staff, Governors, parents and community through the school's website. It is the responsibility of the whole school community to implement this plan in a manner which promotes an inclusive ethos at the school.

## Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.
- In performing their duties Governors have regard to the Equality Act 2010
- Our setting:
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability.
  - recognises the effect their disability has on his/her ability to carry out activities.
  - respects the parents' and child's right to confidentiality.
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for Disabled Pupils to the School Curriculum**

- Aspire offers a wide range of offsite leisure activities including but not limited to boxing, cross fit, ice skating and climbing.
- Aspires curriculum allows subject leaders to develop and organise cultural and subject related trips.
- Aspire uses a variety of Alternative Provisions that meet compliance in order to widen and enhance the curriculum for some learners.
- Aspire offers a nurture breakfast club and provides food for all pupils including snacks throughout the day.
- Aspire ensures that all pupils have access to full curriculum offer.

### **Improving Access to the Physical Environment of the School**

- Aspire has a school maintenance caretaker who works to ensure that all Aspire sites are up to a good standard.
- All Aspire site have maglocks to ensure the safety of students and staff.
- If needs are identified then Aspire will buy in specialist aids for identified pupils where necessary.
- All Aspire sites are accessible for students if they need wheelchair access.
- All Aspire sites have the appropriate resources and equipment required, for instance appropriate chairs and rooms for team-teach manoeuvres.

### **Improving the Delivery of Written Information to Disabled Pupils**

- Students at Aspire will be provided with a timetable in a format that meets their needs.
- All students at Aspire will be given handouts and worksheets to support and aid them with their learning.
- All students at Aspire will be given information about events such as careers days in a timely manner.
- All Students will be given enough notice about any changes and modifications to their timetable or school day.

## **Financial Planning and Control**

The Headteacher, SLT and the Finance Committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

## **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 Senior Leadership Team and Management Committee

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development.	Objectives (short, medium and long-term objectives)	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Through investigation of baseline assessments and interventions ensure that the correct professionals are involved.</p> <p>Thorough investigation of need through EHCP and assessments and then ensure that the curriculum is adapted, where possible, to meet need.</p> <p>Develop and adapt resources where necessary to meet</p>	Develop further the effective use of technology to support pupils to access the full curriculum	<p>Continue to assess children formatively and summatively across the school to ensure good progress being made.</p> <p>Staff development around use of technologies to increase curriculum access</p> <p>Monitoring of effectiveness of use of technology to increase access to curriculum</p> <p>When purchasing resources, planning assemblies and</p>	<p>Class teachers</p> <p>SENCO</p> <p>SENCO</p> <p>Teachers and anyone delivering lessons</p>	<p><b>Summer 2024</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p>	

	<p>the need of the student</p> <p>The curriculum includes opportunities to undertake activities/therapies to address any area of therapeutic need.</p> <p>The curriculum is reviewed when necessary with student access in mind and make adjustments when needed.</p> <p>Pupils are grouped sensitively according to their academic and SEMH needs.</p> <p>Some curriculum resources include examples of people with disabilities.</p>		<p>lessons examples of disabled people considered</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity</p>	PE Staff	<b>Ongoing</b>	
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Improve and maintain access to the physical environment	All entrances have a flat entrance and are single story.	Continue to review environment	Ensure that all outside spaces have no hazards and are accessible for all at all times.	Site Manager All staff	<b>Ongoing</b>	Staff have relevant knowledge of children in their class and can adjust teaching and learning styles according to the pupil profiles
	Corridors are wide enough for access and have no obstructions.		Undertake 'walks' with members of the Health and Safety team to ensure nothing has been overlooked.	Site Manager Headteacher Health and Safety Officer	<b>Ongoing</b>	The environment is accessible for all.
	All classrooms are accessible for all		Ensure that all places to be visited and activities that take place are risk assessed and assessed for accessibility.	Compliance Officer	<b>Ongoing</b>	Trips, residential and outside sporting activities are accessed by all
	Toilets with disability access are available.		Any daily identified issues with the building to be shared via email to the Site Manager and Business Manager	All staff Site Manager Business Manager	<b>Ongoing</b>	The building remains a safe, accessible and welcoming place for students, staff and visitors.
	Disabled parking bays are accessible at the front of school					

<p>Improve the delivery of information to pupils with a disability</p>	<p>In class Adapted Teaching to meet the needs of most students is strong and consistent through:</p> <ul style="list-style-type: none"> <li>• visual aids/maps</li> <li>• coloured paper</li> <li>• extra time</li> <li>• baseline testing</li> <li>• interventions</li> <li>• large printing is available in classes.</li> <li>• Teaching Assistant</li> <li>• Learning Mentor</li> </ul> <p>All correspondence to parents about students is checked to ensure it is accessible to all.</p> <p>Internal/external signage is easy to</p>	<p>Continued review and development of use of technology to improve delivery of information to pupils.</p> <p>Regular questionnaires to parents and meetings to discuss how students learn and support that can be provided.</p>	<p>Ongoing review of use of technology.</p> <p>Staff development around the effective use of technology. Monitoring of effective practice</p>	<p>SENCO/Teaching Staff</p> <p>Office Staff, all staff that create materials that are shared</p>		<p>All pupils make at least good progress irrespective of disability – within lessons, across a series of lessons and over time.</p> <p>Information is presented in a way to enable all pupils access</p>
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	follow and understand.					
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## Accessibility Appendix

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Each of the Aspire sites are single story buildings that is accessible to students, therefore no lifts are required. There is a small set of stairs at Hutton Park in the social zone however either end of the building is accessible via flat entrances, therefore the entire building is accessible for all.	Regular corridor inspection.	Site Manager Centre Leads	Ongoing
Corridor access	All corridors are wide enough for wheelchair access and are manoeuvrable	Corridors to be inspected and remain free of any obstructions at all times.	Site Manager School staff	Daily
Parking bays	Parking spaces at all Aspire sites. No site has highlighted 'Disabled parking bays'	Investigate implementing designated parking bays.	Site Manager Compliance officer Health and Safety Officer	Ongoing
Entrances/doors	Main entrance doors to all Aspire sites are flat. Doors do not have press pads in order to access.	Aspire to investigate Press pad entrances.	Site Manager Compliance officer Health and Safety Officer All staff	Ongoing

Toilets	There are disabled access toilets at all sites that are easily accessible for students, staff and visitors.	Toilets are easily accessible for students, staff and visitors.  Maintain cleanliness of the facilities at all times.	Headteacher Site Manager Cleaning staff	Daily inspections of toilets Cleaning regime
Reception area	All receptions are accessible for all visitors.	All visitors are made aware of accessibility when attending Aspire sites.	Headteacher	Ongoing monitoring of all access in and around school
Emergency escape routes	Shown in the fire plans. Floor plans in key positions clearly identify nearest exit to use. Doors are clearly marked and all fobbed doors will open in the case of a fire/emergency.	Ensure that all routes are clear and signage is clearly visible. Escape routes are explained during staff and student induction. Fire drills to be undertaken prior (with staff)  Evacuation training using this equipment to be undertaken by key staff prior to opening.	Site Manager All Staff Headteacher Business Manager Compliance Officer	Regular updates of escape routes to be taken to ensure all are clear. Practice fire drills should take place at least termly. Practice twice a year and training annually