



The Evolution and Henslow School Accessibility Plan

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

.....

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 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 schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our schools are 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.

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.

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.

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 <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>Our school offers a bespoke and differentiated approach for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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>Adaptations and responses to improve access for a student who develops health needs</p>	<p>To ensure full access to an appropriate curriculum for each student at the Evolution and Henslow Schools</p>	<p>Regular staff meeting updates/discussions relating to diversity and equality of resourcing</p>	<p>All school staff</p>	<p>Ongoing</p>	<p>All students have an equal ability to access a curriculum that is broad and balanced to their needs.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The Evolution School does not provide education to students with physical disabilities for whom the building could not be made accessible. We do however cater for students with temporary physical difficulties such as a broken leg.</p> <p>The Evolution School is able to;</p> <ul style="list-style-type: none"> • Move lessons to downstairs locations • Ensure use of a disabled toilet 	<p>To ensure all students can access their educational programme through any short term physical difficulties.</p>	<p>Respond as appropriate to any temporary difficulties. Check on arrival with students if they have any disability that may need to be catered for.</p>	<p>Deputy Head Teacher</p>	<p>Academic year and ongoing</p>	<p>Students can access their educational programme despite any short term difficulties.</p> <p>NB this would not include any physical activities if they were injured.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The Henslow School does not provide education to students with physical disabilities for whom the building could not be made accessible. We do however cater for students with temporary physical difficulties such as a broken leg.</p> <p>The Henslow School is able to;</p> <ul style="list-style-type: none"> • Move lessons to downstairs locations • Make elements of the sensory room available elsewhere • Support access to books from the library area 	<p>To ensure all students can access their educational programme through any short term physical difficulties.</p>	<p>Respond as appropriate to any temporary difficulties. Check on arrival with students if they have any disability that may need to be catered for.</p>	<p>Head Teacher</p>	<p>Academic year and ongoing</p>	<p>Students can access their educational programme despite any short term difficulties.</p> <p>NB this would not include any physical activities if they were injured.</p>
<p>Improve the delivery of information to</p>	<p>Everything that we do as a school is designed to meet the needs of the individual and this may</p>	<p>To ensure anyone can access the necessary</p>	<p>Monitor student needs and respond as required</p>	<p>SENCo and Head and Deputy Head</p>	<p>Monitor needs</p>	<p>Students and visitors can access the</p>

pupils with a disability	include adaptations such as; <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	information and learning		Teacher	regularly	required information.
Develop staff knowledge and understanding of how to remove barriers to learning	Bespoke approach for each student maximises their access to the curriculum	To ensure barriers to learning are removed for all students	On-going staff training and support from SENCo regarding approaches and tools to use.	SENCo and Head/Deputy Head Teacher	Ongoing	Students able to access the full curriculum and make progress.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. 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)
- Special educational needs (SEN) Policy
- Supporting pupils with medical conditions policy

Date of review	September 2024
Next Review	July 2027, or sooner if required
Reviewed by	Head teacher

Appendix 1: Accessibility audit for the Evolution School

Feature	Description	Actions to be taken	Person responsible	Completed
Number of floors	2	Move class downstairs if required	JK	
Corridor access	All good			
Lifts	N/A			
Parking bays	Space on car park for all student cars from care homes			
Entrances	Good access			
Ramps	In place for portacabins			
Toilets	Access OK, disabled toilet available			
Reception area	Sufficient space			
Internal signage	Good			

Emergency escape routes	Clear and accessible			
Access to interactive whiteboards, kitchen worktops and toilets for varying age students	Interactivity and access needs to be accessible to all children	Use appropriate and safe steps for good access.	Teacher	

Appendix 1: Accessibility audit for the Henslow School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2	Move class downstairs if required	JB and Teacher	
Corridor access	All good			
Lifts	N/A			
Parking bays	Space on car park for all student cars from care homes (although becoming tight)			
Entrances	Good access			

Ramps	In good order			
Toilets	Access OK, disabled toilet available			
Reception area	Sufficient space			
Internal signage	Good			
Emergency escape routes	Clear and accessible			