Accessibility Plan

Policy implemented:	April 2024
Last reviewed:	April 2025
Next review due:	April 2026

At Salutem our policies are regularly updated and reviewed. However, occasionally policies may be reviewed after the set next review date after some consultation and research. In these rare occasions, the out-of-date policy will remain **VALID** until it is reviewed by the policy sponsor.

2. Document Control

Initial purpose and scope of the new policy agreed by:	Nicola Dodds, April 2024
Final Information Governance quality check carried out:	Chris Brown – April 2024
Date implemented:	April 2024
Version Number:	2.0
Date of the next review:	April 2026
Job Title of Lead Person:	Principal
Author / Main Contact, including their job title (if different from above):	

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

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This policy must be brought to the attention of all employees.

The controlled version of this policy and its associated documents are available on BLINK. Printed or downloaded copies are uncontrolled and may not be up to date.

4. 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 disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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, the complaints procedure sets out the process for raising these concerns.

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

5. Legislation

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.

6. Principles

Self-Audit – Accessibility

Curriculum:	Yes	Some	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled Students?	✔		
Are your classrooms optimally organised for disabled Students?			

	✔		
Do lessons provide opportunities for all Students to achieve?	✔		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	✔		
Are all Students encouraged to take part in music, drama and physical activities?	✔		
Do staff recognise and allow for the mental effort expended by some disabled Students, for example using lip reading?	✔		
Do staff recognise and allow for the additional time required by some disabled Students to use equipment in practical work?	✔		
Do staff provide alternative ways of giving access to experience or understanding for disabled Students who cannot engage in particular activities, for example some forms of exercise in physical education?	✔		
Do you provide access to computer technology appropriate for students with disabilities?	✔		
Are school visits, including overseas visits, made accessible to all Students irrespective of attainment or impairment?	✔		
Are there high expectations of all Students?	✔		
Do staff seek to remove all barriers to learning and participation?	✔		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all Students?	✔		
Can Students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✔		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✔		
Are emergency and evacuation systems set up to inform ALL Students, including Students with SEN and disabilities; including alarms with both visual and auditory components?	✔		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✔	
Could any of the décor or signage be considered to be confusing or disorientating for disabled Students with visual impairment, autism or epilepsy?		✔	
Are areas to which Students should have access well lit?	✔		
Are steps made to reduce background noise for hearing-impaired Students such as considering a room's acoustics and noisy equipment?	✔		
Is furniture and equipment selected, adjusted and located appropriately?	✔		
Access to the written word			

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for Students and prospective Students who may have difficulty with standard forms of printed information?		✔	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		✔	
Do you have the facilities such as ICT to produce written information in different formats?	✔		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✔		

Main Points.

Access to the curriculum:

- The overriding principle is to provide full curricular access to all Students who have been allocated a place at Ingfield Manor School.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments will be made to the curriculum and teaching methods
- Lesson planning and curricular access is based on the Education, Health, Care plans and all teaching activity is differentiated to reflect this.
- Ingfield Manor School will identify staff development needs to improve their ability to meet the needs of Students and include these within the performance management systems
- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of Students
- All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of our campus, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students.
- All future developments will be planned to provide equality of access to all.
- Where a risk assessment has been undertaken, relating to a student with a disability, all staff should implement the recommendations within their own teaching environment.
- Any new buildings should take into account building regulation requirements concerning access, egress, contrasting décor for visually impaired students and visitors etc.
- Colour schemes will incorporate professional guidance on contrasts and LRVs (Light Reflective Values)

Access to written/communication information:

- All of the young people undergo a full communication assessment by a specialist Speech and language therapist to ensure their preferred communication style is used. This is constantly monitored and reviewed.
- Any communication originating from the school will be formatted in a way that enables the recipient to understand it
- Low tech (e.g communication books, symbols) and high tech (e.g.VOCA, eye gaze) means of access are available for those students that need this.

Please also refer to our Examination access policy.

7. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance Team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a more timely amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by SLT. The people we support will be involved in the review to ensure it captures the important issues for them.

8. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Salutem, Governing Body and Principal

It will be approved by Principal

9. Associated Documents

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) statement for publication
- Special educational needs (SEN) information report

- SEND policy
- Supporting pupils with medical conditions policy

10. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes
V1	April 2024	Published	New policy
V2	April 2025	Published	Review of policy and moved to new format.