

Evergreen School



ACCESSIBILITY PLAN



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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 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.

Because of the nature of Evergreen Special School most pupils have been or are likely to be deemed disabled under this definition. The school aims to include all pupils in the full life of the school through the implementation of all its policies.

Evergreen School will:

- Not treat pupils with disabilities less favourably; and
- Take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage.

This 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, 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/s responsible	Success criteria	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils. Ensure pupils needs are being met according to EHCP</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Learning Intentions 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>Short Term: Sensory Occupational Therapy intervention:</p> <ul style="list-style-type: none"> To support children with sensory difficulties <p>Mid/Long Term:</p> <p>Link in with local authority MSI/VI/HI lead (LA specialist teaching service currently training MSI lead)</p>	<p>Implement CTS (external sensory OT) 2 days a week</p> <p>Liaise with external professionals on a regular basis</p>	SLT	To improve access to the curriculum with specialist advice	July 2021
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	To ensure all pupils can safely access and egress the swimming/hydro	Ensure staff a suitably trained in poolside rescue / CPR	SBM	All pupils who require it access swimming/hydro pool as part of	December 2020

Approved By: Head Teacher

Approved on: 08/10/20

Review Due: September 2023

	<ul style="list-style-type: none"> • Ramps • Fireproof Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Height adjustable sinks • Computer stands • Height adjustable tables • Height of ceilings for pupils with ASC • Hoisting (Track hoisting, mobile hoist, specialised trampoline hoist) 	<p>pools at both sites</p> <p>To have a fully accessible adventure playground on the Brittain Lane site</p>	<p>Gain 3 quotes for new playground</p> <p>Liaise with LA over costings</p>	<p>DHT</p> <p>HT</p>	<p>their curriculum</p> <p>A fully accessible, safe adventure playground to provide age appropriate physical development opportunities at Brittain Lane Site</p>	<p>July 2021</p>
<p>Improve the delivery of information to families</p>	<ul style="list-style-type: none"> • Annual reviews of EHCP • Regular Home School communication • Access to information in newsletter/school website 	<p>Continue to build relationships with families</p> <p>Improve Use of School Dojo to share</p> <p>New website to go live</p>	<p>Appoint 2 Family Support Workers (FSW)</p> <p>Training for all staff</p> <p>Ensure all correct information on the website</p>	<p>HT/DHT</p> <p>SLT</p> <p>SBM/ICT Tech</p>	<p>Build closer relationships and trust with families by the increased sharing of information, signposting and communication</p>	<p>November 2020</p> <p>March 2021</p> <p>November 2021</p>

4. 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 Head Teacher.

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) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Deansway Site: 2 Storey Building Brittain Lane Site: 2 Story Building	N/A		
Corridor access	Both Sites: All corridors are wide enough to accommodate pupils with physical disabilities and their equipment	All equipment in corridors to be kept to a minimum to ensure smooth access to corridors.	SBM	Ongoing
Lifts	Both Sites: The lift is a fire protected lift and can be used in emergency evacuations.	N/A		
Parking bays	Both Sites: Have at least 2 disabled parking bays in close proximity to the main entrance.	N/A		
Entrances	Both Sites: The entrance hall is wide and the doors can be opened to accommodate the largest of equipment necessary for children and/or staff with physical disabilities.	N/A		
Ramps	Deansway Site: Ramps at the side of the building aid wheelchairs and buggies to access Forest School and the side entrance. Brittain Lane Site: All access points around the school are at ground level.	N/A		
Toilets	Both Sites: Dedicated hygiene rooms that accommodate children with physical disabilities are found across the school. A number of these rooms have personal ceiling hoists within them.	N/A		

Reception area	Both Sites: Although the physical environment is large and accommodates equipment well, signage and information could be given in other ways to enable children and visitors ease of access.	Audit of messages/signage in reception area to take place and action plan detailed and implemented.	Senior Administrators on both sites	December 2020
Internal signage	We adopt a total communication environment and our signage supports this	N/A		
Emergency escape routes	All escape routes have designated signage with emergency lighting in the event of power outage.	N/A		