

## Southern Cross School



### Accessibility Policy

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|-----------------------|------------------|
| <b>Date Completed</b> | <i>July 2025</i> |
| <b>Review Period</b>  | <i>3 years</i>   |

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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.

- To embrace a partnership between the school and home
- Every individual has a right to be part of a community where each member is valued and respected for their own worth
- Students will be helped to appreciate that they are members of the wider community in its richness and diversity
- Curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

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.

## 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 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 prem

### 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   | OBJECTIVES   | ACTIONS  |
|--|---|--|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"><li>• Our school offers an adapted curriculum for all pupils</li><li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li><li>• Curriculum resources include examples of people with disabilities</li><li>• Curriculum progress is tracked for all pupils, including those with a disability</li><li>• Targets are set effectively and are appropriate for pupils with additional needs</li><li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li></ul> | Managing and improving the physical environment of Southern Cross School for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and prospective pupils | <p>To review policies, procedures and facilities when they are likely to affect both current and prospective children and young people who are disabled.</p> <p>To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.</p> <p>Staff who are equipped to deal with a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.</p> <p>Staff who are equipped to deal with a range of disabilities experienced by</p> |

| AIM   | CURRENT GOOD PRACTICE   | OBJECTIVES  | ACTIONS   |
|---|---|---|---|
| Improve and maintain access to the physical environment         | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Flat entrances</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>            | <p>Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, to SEN and disabled children and young people, including pictorial and oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum.</p> | <p>children and young people. These children and young people can, with support and a range of strategies, access our curriculum.</p> |
| 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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul> | <p>Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.</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 reviewed by the Head Teacher.

It will be approved by Local Governing Body

## 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
- SEND policy
- Supporting pupils with medical conditions policy