



# Accessibility Policy

<b>Responsible Staff</b>	HS
<b>Governors Committee Responsible</b>	Full Governing Board
<b>Date Approved</b>	March 2024
<b>Review Date</b>	February 2026
<b>Next Review Date</b>	February 2029

**CONTENTS**

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

## Accessibility Policy

---

### 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.

At Exhall Grange Specialist 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.

Exhall Grange School will:

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

Our school is 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. 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 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.

Accessibility Policy

**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
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Shelving at wheelchair-accessible height</li> <li>• Computer stands</li> <li>• Height adjustable tables</li> <li>• Hoisting (Track hoisting, mobile hoist, specialised trampoline hoist)</li> </ul> All pupils can safely access the swimming pool	To ensure the physical environment is fit for purpose and meets all pupils needs	Continue to review the physical resource action plan.	Headteacher/ Business Director	All pupils can access and enjoy all the physical spaces/resources	Ongoing

## Accessibility Policy

---

### **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 Headteacher.

### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- 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

Accessibility Policy

**Appendix 1: Accessibility audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Lancaster: 2 Storey Building Canterbury: 2 Storey Building Main School: 2 Storey Building Pod: 1 Storey Building York: 1 Storey Building The Hive: 1 Storey Building North Block: 1 Storey Building	Procure fire-protected lifts for the Lancaster and Canterbury Buildings to make the first floors of those buildings accessible.	SBD	When funds are available and there is a need for pupils to access these floors.
Corridor access	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.	Site Manager	Ongoing
Lifts	York Building: There is a lift to access the stage		SBD	When funds are available
Parking bays	The school site has 4 disabled parking bays and a yellow gridded area for pupil drop off and collection by specialist transport.	N/A		
Entrances	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. There are 22 automatic doors across the site; most building entrances/exits have automatic doors.	N/A		
Ramps	Emergency exit ramp access from the 2 <sup>nd</sup> floor to the primary playground. Ramp access within the main school. Ramps from the primary playground to the secondary (Cathedral steps).	Ramp into C4 Ramp into Lancaster		

Accessibility Policy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Toilets	School site: Dedicated hygiene rooms that accommodate children with physical disabilities are in the main school. A number of these rooms have personal ceiling hoists within them.	N/A		
Internal signage	We adopt a total communication environment, and our signage supports this.	Accommodate Braille door signs across the school site.	VI Team	Ongoing
Emergency escape routes	All escape routes have designated signage with emergency lighting in the event of power outage. Evac chair on top corridor. The Building Emergency Evacuation Plan (BEEP) takes disabled people into consideration. First Aid provision	Ensure staff on top corridor receive EVAC chair training.  Disability focused lifesaving first aid is taught to appropriate staff, i.e. Dysphagia training.	LB/KR	Ongoing