

Accessibility Plan Warren School 2024-2027

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Agreed by on:	Andrew Aalders-Dunthorne
Signed by Chair of:	Steve Martin
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Committee Responsibility for review of policy:	Trustees

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the accessibility plan is to ensure that all children have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increase the extent to which disabled children can participate in learning
2. Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of information to support children and families with SEND needs.

Each child who joins the Warren School community will be welcomed and valued regardless of sex, race, belief, physical disability or learning disability. This accessibility plan focuses on a wide range of disabilities associated with children with severe learning difficulties and profound and multiple learning difficulties. Warren School treats all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

Warren School offers our children a person-centered approach and offers a curriculum which includes a wide range of learning experiences in school and within the community. Our curriculum is developmental and is broken down into three pathways, Explorers (informal), Discoverers (semi-formal) and Adventurers (formal), which are supported by provision pathways which identify the teaching, learning and environment required to access the curriculum.

Upon leaving the school we aim for our children to:

- feel happy, healthy, valued, confident and positive about themselves and as a result enjoy their life
- develop the most effective means of communication enabling them to make choices and express preferences, including being able to articulate their hopes, dreams and ambitions
- have the confidence to develop and use their skills and abilities to approach the world beyond warren school with an "I can" attitude
- be independent, doing as much for themselves as they can and know who to approach for support
- have friends who are respectful and tolerant of each other and a social network of support

The Trust also recognises its responsibility towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities

- Ensure that employees with disabilities are supported with special provision as appropriate to ensure they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

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.

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.

We have considered a range of stakeholders in the development of this accessibility plan, including our children, parents/carers, staff and visiting professionals.

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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. 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.

- Increase access to the curriculum for our children
- Improve and maintain access to the physical environment
- Improve the access to information for our families and children about SEND provision

The table below sets out how the school will achieve these aims, and the links within the School Development Plan

Aim	What Needs to Improve	Success Criteria	Actions to be taken
Increase access to the curriculum for our children.	Pupil access to a broad and balanced curriculum at the appropriate developmental level	Effective and consistent implementation of the curriculum within the pathways	School Development Plan Outcome 2
	Pupil progress against the curriculum end points	Pupil progress is recorded monitored and reported through the Annual Review of the EHCP and EFL assessment	School Development Plan Outcome 3
	The effective teaching of communication through to literacy and cognition and learning through to functional maths.	Pupils demonstrate their skills that lead to the next steps towards literacy and numeracy knowledge.	School Development Plan Outcome 2
Improve and maintain access to the physical environment	To have a school building that provides the environment required to access learning	Pupil engagement in learning is positive and directly impacts upon self-regulation and above expected pupil outcomes that are recorded within the individual's Learning Journey (EFL)	School Development Plan Outcome 4

	<p>To have a building that is compliant with Health and Safety requirements.</p> <p>To have detailed risk assessments to ensure that all aspects of the building is reviewed, and these have been Quality Assured.</p>	<p>Actions from all risk assessments have been completed.</p> <p>Bids for improvement grants have been utilised to address risks requiring structural change.</p>	<p>School Development Plan Outcome 4</p>
<p>Improve the delivery of information to children and their families about SEND</p>	<p>The quality of engagement and information sharing with families and external agencies</p>	<p>Communication is supportive and consistent across the school and facilitates information sharing for all stakeholders</p>	<p>School Development Plan Outcome 3</p>

4. Monitoring arrangements

This document will be reviewed every year, but will be monitored through the School Improvement Plan.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 level	none	n/a	n/a
Corridor access	Wide corridors	Regular checks that corridors are not obstructed	Caretaker/teaching staff	Ongoing on a regular basis
Lifts	none	none	n/a	n/a
Parking bays	4 designated disabled parking bays. Approx. 50 parking bays and 5 large disabled passenger vehicle bays.	Regular reminder to staff to park sensibly to avoid spaces being empty.	Office Manager	Ongoing on a regular basis
Entrances	1 main entrance fully accessible 1 side entrance fully accessible but only used for evening lettings	none	n/a	n/a
Ramps	1x Ramps around the side onto the top field 1 x large slope at back of school onto top field Ramps in various areas to allow	none	n/a	n/a

	access for children who use wheelchairs.			
Toilets	<p>2 designated disabled toilet areas. 1 for visitors/staff and 1 for children</p> <p>Adequate number of child's toilets available.</p> <p>5 classrooms have en-suite facilities which include personal care areas</p> <p>4 separate personal care areas available, this includes the pool changing areas.</p>	none	n/a	n/a
Reception area	Large and open	none	n/a	n/a
Internal signage	Signage is out of date, and requires replacing throughout the school	Replace internal evacuation signage in line with changes in the use of the building	SLT and caretaker	January 2025
Emergency escape routes	All clearly marked	Annual Review by external agency	SLT	Regular ongoing
Access to the curriculum	See School Improvement Plan	Monitor effectiveness	SLT	Ongoing tasks throughout the year
Physical learning environments	Wheelchair access to all learning environments including outside spaces.	Maintain those areas and avoid obstructions of access and egress	SLT	ongoing

