



not to have more but to be more  
saint oscar romero

# Aspire London

## Accessibility Plan 2022

**“Aspire not to have more but to be more”**

**St Oscar Romero**

Written by	Senior Leadership Team & Premises Manager
Agreed by	Governing Body <span style="float: right;">Date: February 2022</span>
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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Aspire London is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

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.

Holy Cross 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 pupils, parents, staff and governors.

## **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 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated 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 ensure it meets the needs of all pupils.</li> </ul>	<p>Ongoing training for all staff on different aspects of SEND.</p> <p>Ensure all children are able to access all school trips and residential visits.</p> <p>To provide specialist equipment to ensure children fully participate in all learning and social activities.</p>	<p>Range of professional development from external agencies, including medical professionals and Lewisham's Sensory Teachers' Team, as well as the National College.</p> <p>Risk assessment for all trips including, where needed, access for disabled pupils both for travel and at venue.</p> <p>Review resources available in school to support all children's participation in learning and social events.</p>	<p>Inclusion Manager</p> <p>Senior Leadership Team</p> <p>Enrichment Coordinator</p> <p>Head of School</p> <p>Class Teachers</p> <p>Inclusion Manager, Teaching and Support Staff</p>	<p>Reviewed termly and as part of Performance Management.</p> <p>For all school trips.</p> <p>Termly</p>	<p>Staff are able to adapt the curriculum to the needs of their pupils to support them in making good progress.</p> <p>All pupils can participate fully in school life.</p> <p>Specified equipment available to support all pupils' access to learning and school life.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils and parents as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Intercom system at school entrance</li> <li>• Disabled parking bays</li> <li>• Disabled toilet and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Ensure the school is secure and accessible for all users.</p> <p>To continue to seek ways to improve accessibility of building and classrooms.</p> <p>To look into providing a loop system within the school.</p>	<p>Ramps available (installed) where needed.</p> <p>Review of accessibility of site – exterior and interior</p> <p>Contact suppliers for quotes and feasibility.</p>	<p>Premises Manager</p> <p>Premises Manager and SLT. People from our community identifying as having a disability.</p> <p>Governing Body</p>	<p>Termly reviews</p> <p>Annual review</p>	<p>School building accessible to all users.</p> <p>Improved security and safety of building and staff.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure 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> <li>• Radio aids</li> <li>• Chrome books</li> </ul>	<p>To ensure staff and community are aware of different ways information can be delivered.</p> <p>Training from Lewisham's Sensory Teacher Team on radio aids.</p>	<p>Review the information that needs to be accessible to parents.</p> <p>Explore ways to make our information more accessible.</p>	<p>School Business Team</p> <p>Inclusion Manager</p> <p>SLT – parent and pupils surveys.</p>	<p>Annually</p> <p>Termly</p>	<p>All staff are aware of range of communication methods. School community can gain information in a way most accessible for them.</p>

#### **4. Monitoring arrangements**

This document will be reviewed as detailed in the Action Plan, and overall at least every **3** years.

It will be approved by the governing body.

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 and disability (SEND) information report
- Medical policy