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Europa School - Accessibility plan

Version and Date		Action/Notes
V2	10.06/2018	Included use of google classroom and distance learning.
V3	11/07/2021	Updated with regard to virtual provision and site improvements
V4	11.07/2022	Incorporated anticipated site improvements
V5	11.07/2023	Incorporating newly installed Tower Block access
V6	11.06.2024	Incorporating improved accessibility in main school building
V7	July 2025	Updated action plan
V8	July 2026	Incorporating the 8 class primary block expected Autumn 2027
Review Date July 2027		review annually

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.

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, 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 premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

3.1. Improvements in Access to the Curriculum

Our school has established practices to facilitate access to the curriculum:

- A differentiated curriculum for all pupils
- Resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum progress is tracked for all pupils, including those with a disability
- Pupil profiles produced by SENCO for all pupils with special needs with accessibility information and targets appropriate for pupils with additional needs
- Use of ICT resources to enable access to the curriculum - example clicker resources for access to reading
- Visually impaired and Hearing-impaired pupils will have their provision reviewed in line with LEIS advice.
- Teaching Assistants will support pupils with physical difficulties where appropriate before, during and after school hours
- The school has the capability to provide home study via google classroom and distance learning via google meets for pupils who are unable to attend school due to medical issues.

- Access to school ELSA, and counselling services for pupils with emotional need

Action required:

- Creation of an asset list of ICT resources for accessibility

3.2. Physical Improvements to increase access to education and associated services

The environment is adapted to the needs of pupils as required. This includes:

- Ramps - permanent ramps have been installed to access the Tower Block, canteen and secondary quad and R13. Mobile ramps are available to facilitate access to the other ground floor areas - Schuman Hall,
- automatic doors - installed at the rear of the Tower block
- Corridor widths - most corridor widths on the ground floor are wheelchair accessible
- Disabled toilets and changing facilities -available in Hostel Block and ground floor of secondary main building
- Library shelves at wheelchair-accessible height
- Access points to ensure all children can enter and leave buildings safely.

Consideration will be given to how pupils with Visual impairments are able to access materials on Classroom and Hall Interactive Whiteboards. Advice will be sought, and necessary equipment organised.

Future adjustments to the internal fabric of the building will include considerations for the movement of children with various disabilities. A new primary block of 8 classrooms expected in Autumn 2027 will be fully compliant for accessibility including lift provision and fire shelter considerations.

Action Required

- Implementation of a disabled parking bay near main reception
- Creation of an accessibility map of the school
- Produce a plan to install permanent ramps to facilitate wheelchair access to all ground floor access points across the school site

4. Monitoring arrangements

This document will be reviewed annually. It will be reviewed by the Principal and approved by the governing board.

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
- SEND policy
- Supporting pupils with medical conditions policy