



anglo.portuguese School of London

# Accessibility Plan 2024

<b>Approved by:</b>	Governing Body	<b>Date:</b> 1 October 2024
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<b>Next review due by:</b>	October 2025	

Date	Changes/ amendments
30/7/2024	No changes during policy review

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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. We believe in the equality of human rights and respecting diversity, both in society and in nature, and in providing access and opportunities for all pupils without discrimination of any kind.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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

### 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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for pupils with different needs</li> <li>• The SENCO will ensure that provision for pupils with needs is considered and resources purchased accordingly.</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>	Pupils with a disability will be able to access a full curriculum and make progress accordingly.	<p>IEPs created for pupils with needs</p> <p>EHCPs applied where significant need requires additional resourcing</p> <p>SEN provision maps reviewed termly at pupil progress meetings and adaptations made where necessary.</p> <p>Pupil progress meetings – to monitor progress and barriers for children with disability.</p>	<p>Marta Correia</p> <p>Anna Chalcraft</p>		All pupils with disability will progress and achieve well as a result of personalized provision

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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>• Ramps – to and from play area and school entrance</li> <li>• Elevators x 2 in different parts of the building</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Ensure that all building renovations are compliant with DfE requirements</p> <p>Pupils with disability can access learning in all areas of the school</p>	<p>Check admissions forms to see if there are any pupils entering with disability</p> <p>Arrange meetings with the families and senco to ensure that all needs are catered for prior to the children starting school</p>	<p>Marta Correia</p> <p>Anna Chalcraft</p>	Termly	All pupils with disability will be able to access all aspects of the curriculum .
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>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>The school will work with special education provision schools to determine up-to-date best practice when working with pupils with disability.</p> <p>To use SEN funding to purchase resources that meet the needs of the children</p>	Senco to analyse EHCPs and IEPS and determine what resources and equipment are needed for each disability.	<p>Marta Correia</p> <p>Anna Chalcraft</p>	Termly	All pupils with disability will be able to access all aspects of the curriculum and areas of the school.

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

This document will be reviewed every **year**, but may be reviewed and updated more frequently if necessary. It will be reviewed by the 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
- Supporting pupils with medical conditions policy