



Accessibility Plan 2022 - 2025

1. Purpose

“A person has a disability 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 carry out normal day to day activities” Equality Act 2010

1.1 The Reach Free School is fully compliant with all current legislation. The facilities provided at the school are accessible to all individuals.

2. Aims

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995).

3. Procedures

3.1 Maintenance and renewal

To ensure that the site remains accessible and that areas do not fall into disrepair, all improvements made under this Accessibility Plan will be built into the regular checks of the premises, by the Caretaker and reviewed by the Headteacher.

3.2 Individual needs

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCo (for pupils) and line managers (for staff).

4. Planning Duties:

4.1 Planning Duty 1

So as to optimise the extent to which disabled pupils can participate in the school curriculum, we will:

1. Audit Teaching and Learning resources to assess the differentiated resources and planning used to support pupils
2. Provide training for all staff on differentiation of the curriculum. This includes:
 - Ensuring that the curriculum is ambitious for all pupils and they are supported to achieve ambitious outcomes
 - Providing INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through differentiated work
 - Tasking all departments to build differentiation into their lesson planning and delivery. This is evidenced through resources saved on Google Drive, observed during Learning Walks and recorded on the Learning Walk Tracker
 - Tasking Assistant Teachers to work closely with subject teachers to ensure that all lessons are accessible to all pupils
 - Tasking teaching staff to liaise with Assistant Teachers prior to each lesson so that support is fully utilised

3. Differentiate resources. This includes:
 - Each subject area will produce a resource bank of materials for differentiation appropriate to each curriculum area
 - Interactive displays will be used wherever necessary to enlarge text to make it easy for all pupils to read
 - Where necessary, INSET will be provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons
 - The SENCo will liaise with specialists, and, where necessary, invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources
 - Differentiated Physical Education activities will be provided for pupils, particularly in relation to those lessons which ordinarily take place at any other off-school site
 - In order to ensure that pupils can access all areas of the curriculum, differentiated equipment and resources will be provided, based on the needs of individual pupils
4. Ensure equal access for disabled pupils to school clubs, school visits and extra curricular activities. This includes:
 - Include accessibility references in the risk assessment and planning of each trip
 - Analyse extra curricular activities to ensure inclusion of disabled pupils and pupils with disabilities
 - Identify venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled pupils
5. Ensure that all pupils feel supported and included within the school. This includes:
 - Placing them on the SEND register, and, where necessary, providing emotional support through learning mentors
 - Linking closely with external agencies to support specific needs

4.2 Planning Duty 2

The physical environment of the school ensures disabled pupils can take advantage of education and associated services:

The Reach Free School site is located in modern buildings which incorporate compliant facilities for all pupils. Enhanced physical access is facilitated by a lift, Evac-chairs and handrails where possible. We will continue to review and improve accessibility, as required and consider this when planning new and/or modifying facilities.

We have provided:

1. Entry to/Exit from School
 - Designated disabled spaces are immediately adjacent to the school building's main entrance. The entry to the school is via a push-button door.
2. Lighting
 - This meets all current standards for school buildings.
3. Signage

Signage around the school includes directions as well as text.
5. Decoration

The school is decorated throughout in light and pastel shades.
6. Lifts

A lift is provided to the first floor of the building.
7. Toilets

There are six accessible toilets in the school including one with a hoist.

8. Showers and Washing

There are dedicated areas for showers and an additional accessible shower room.

9. Dining Hall provision

Disabled dining hall users sit at the end of a row and have separate arrangements for collecting their food.

The Headteacher meets annually with a Health and Safety Officer from Herts for Learning to identify any facilities required to improve the physical environment of the school.

4.3 Planning Duty 3

Improving the delivery of information to disabled pupils (and parents, guardians and carers), we will:

1. Provide written materials in alternative formats as requested
2. Include a section within the Pupil Registration Form to confirm if parents, guardians or carers require documents in large print
3. Provide School policies electronically, if required
4. A hearing loop is installed on the reception desk and in the main hall for visitors with hearing disability
5. Ensure that open evenings and similar events are accessible by all, accommodating the needs of pupils, potential pupils and parents, guardians and carers. For example, this could be through alternative access arrangements, with the support of an interpreter and/or providing contact virtually.

5.4 Planning Duty 4

Before pupils join The Reach Free School in Year 7, a member of staff will visit all of the major feeder primary schools in order to meet all pupils, particularly those with Special Educational Needs or disabilities and their teachers. If it is felt that it would be beneficial, pupils are invited to visit and tour the school campus separately from their peers. These procedures aid the transition from primary to secondary school and we refer to this as our Transition Academy programme.

5. Action Plan

Action	Success Criteria	Lead	Timescale	Review
If required, investigate alternative lighting for those with eyesight impediments	Clear visibility around school premises and in lessons for visually impaired.	DPA	Autumn term	Annually
Reach Council to complete a practical audit for disabled pupils	Audit to be completed and areas identified for improvement	AJO	Summer term	Annually

6. Curriculum Delivery

The Reach Free School's Curriculum Policy and SEND Policy make clear the approach to the delivery of the curriculum. The Reach Free School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all pupils. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

7. Monitoring and Review

This policy will be monitored by the Headteacher and the Governing Body for The Reach Free School and will be reviewed every three years.

8. Links with other policies

Equality Scheme
 SEND Policy
 Curriculum Policy
 Teaching and Learning Policy
 Health and Safety Policy

Created: January 2013

Revised: June 2022

Ratified by the Governing Body: October 2013

Date of Last Review: June 2022

Date of Next Review: June 2025

Change History	Date	Change(s) Made	Change Author	EDI ¹
V1.0		Policy created	RBO	
V1.1		Policy amended to reflect the latest access requirements	RBO	
V1.2		Policy amended to reflect the latest access requirements	RBO	
V2.0		Policy updated to incorporate facilities at the permanent site	RBO/ RLO	
V2.1		Plan updated to reflect the latest facilities at the school.	RBO/ RLO	
V2.2	Jun 2022	Plan updated to reflect the latest procedures	ASM	Yes

¹ Any changes or revisions to the policy have considered equality, diversity and inclusion.