



Talbot
Specialist School

Accessibility Plan

RATIFIED: _____

Chair of Governors

Date ratified: April 2022

Review: April 2023

Talbot Specialist School Accessibility Plan – January 2022

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: (a) they have a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. Talbot Specialist School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Talbot Specialist School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Formulation of the Accessibility Plan

1. This plan has been drawn up in consultation with staff and governors and covers the period from January 2022 to January 2025.
2. The school plans, over time, are to increase the accessibility of provision for all students, staff and visitors to the school. The accessibility plan outlines actions related to the physical environment, the curriculum and the accessibility of information to students, families, staff, stakeholders and visitors:
 - Ensure there is adequate access to the physical environment of the school, adding any specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Enable full access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally, prepared for life and learning as able bodied students. This applies to teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, cultural and off-site activities. It also covers the provision of specialist aids and equipment.
- Improve the delivery of information to students, staff, families and visitors with disabilities. Examples might include handouts, timetables, text books and information about the school and school events. The information should be made available in various and preferred formats within a reasonable time frame.

3. Attached are action plans which relate to these key aspects of accessibility. The plans will be reviewed on an annual basis and new plans will be drawn up every three years.

4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality
- Health and Safety
- Special Educational Needs
- Positive Behaviour Strategy
- School Development Plan

6. The plan will be monitored through the full governing body.

Talbot Specialist School Accessibility Plan – access to physical environment, the curriculum and information
 April 2022 –April 2025 – reviewed annually

Links to public sector Equality Duty	Protected characteristic	Aim	Target group	Action	Who actions this	Timeframe	Success criteria
Physical access to the school	Disability	Review and audit access across the school internally and externally ensuring all areas are easily accessible	All students, staff and visitors	Address any issues arising	CS / TB / MC/ CF	Ongoing	The building continues to be without access issues. Any issues are reported to Vinci FM
		Ensure outdoor horticultural areas are fully accessible and an appropriate path in place	All students and staff	Ensure the area is risk assessed by the moving and handling coordinator and SLT. Provide advice to staff on access for individuals	CS / TB / RD/ CF	Ongoing	The horticulture area provides a valuable and safe area for learning for all students.
		To ensure that off-site learning locations meet the	All students and staff	Liaise with peaks College to ensure the	JH/ CF	Ongoing	The access needs and safety of all

		physical access requirements of all students and staff		environment is fully accessible			students are considered and addressed prior to students accessing off-site provision.
Curriculum access	All	To monitor and effectively predict the space required to deliver all aspects of the curriculum, taking into account the increasing cohorts and complexity of need, ensuring all students have full access	Students	Liaise with the Local Authority	CS / TB / CF	Annually in the spring term as part of budget setting	School can accommodate pupils and meet their individual needs
		To assess and ensure the budget for specialist equipment is sufficient to enable individual students to access the full curriculum	Students with complex needs	Liaise with health professionals (physio, OT)	CS / TB / CF	Annually in the spring term as part of budget setting and review as necessary	Specialist equipment can be sourced and provided for individual students as they need it
Access to information	Families	Increase parental engagement and	Families	Engage as many	KH and student welfare team	Ongoing	Parent/carer voice in the

		<p>communication to seek parent views on a range of issues relevant to school</p> <p>Increase the use of interpreters when communicating with families where English is not the first language</p>		<p>parents/carers as possible through workshops and questionnaires</p>	Governors		<p>school is strong, views are listened to and the school is accountable</p> <p>The school staff are clear about when to action an interpreter. The school has a protocol for the use of interpreters</p>
	Students	To provide useful and helpful signs/symbols in the environment to help keep students safe and provide visual support	Students, staff	Consult with SALT, staff, students to create useful visual support	KH / CR / SALT	Annually at the start of the school year, and ongoing as required	The physical environment is signed to support students in being safe, oriented, knowledgeable and able to make positive choices around behaviour and safety