



Sandwell Transition Education and Partnership Service

Accessibility Plan

Academic Year 2022-2024

Policy Review

This policy will be reviewed in full by the STEPS Management Committee annually.

The policy was agreed by the STEPS Management Committee on 13th December 22

It is due for review on December 2024

Signature 

Date 10:10:23

Name: Edward Bains

(Head Teacher)

Signature 

Date 10.10.23

Name: Sarah O'Boyle

(Chair of Governors)

Statement of intent

This plan outlines how Sandwell Transition, Education Partnership Service (STEPS) aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the Centre 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and Centres'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following Centre policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the Centre should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the Centre's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the Centre, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Headteacher will undertake a three year Accessibility Audit and present the findings to the governing board. The audit will cover the following three areas:

- **Access to the curriculum** – the Headteacher will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Headteacher will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Headteacher will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Headteacher will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	What	Who	When	Outcome	Review
Staff members do not know whether the curriculum is accessible	Curriculum review and updated. INSET day focus on the curriculum	Headteacher STEPS Manager Teachers	Autumn 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum. The curriculum is adapted to meet the needs of the pupils	Summer 2024
Staff members do not have the skills to support pupils with SEND	Support from Sandwell EP service. Personalised curriculum for SEND pupils	Headteacher, external advisors, SENCO	Autumn 2022	Staff members have the skills to support pupils with SEND	Summer 2024
Pupils with SEND cannot access lessons	Provide tablets and other reasonable adjustments for pupils with SEND	Headteacher, Manager, SENCO	Autumn 2022	Pupils with SEND can access lessons	Spring 2024

Planning duty 2: Physical environment

Issue	What	Who	When	Outcome	Review
Management does not know if the Centre's physical environment is accessible	Audit of physical environment	Site manager	Spring 2024	Centre is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2024
Playground is not safe from overarching trees.	Sandwell Council to inspect and assess steps to cut trees.	SMBC Site Manager Headteacher	Spring 2024	Playground is free from any potential risk or hazard caused by overgrown trees.	Autumn 2024
Children with physical disabilities cannot access classrooms	Teachers to risk assess their classrooms and inform management of any adjustments required.	Headteacher Teachers Site Manager	Summer 2022	Centre classrooms are fully accessible	Autumn 2024

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Centre does not know how to make written information accessible to all parents and pupils.	Centre audits accessibility of information.	SENCO Manager	Summer 2024	School is aware of local services for converting written information into alternative formats Parents are aware of how to request access information in a format they can understand.	Autumn 2024
Long term	Centre website is not updated with current STEPS' information.	Audit of website	Manager	Spring 2024	Website is fully accessible	Summer 2024

Monitoring and review

This plan will be reviewed on a three year basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.
