

Conyers School Accessibility Policy

Date: September 2024

Policy Review Cycle: Annually

Review Assigned to: Conyers Care Support & Guidance Committee

For ratification at CSG Meeting Nov24

Statement of Intent

Conyers School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every student is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, students, parents and visitors.

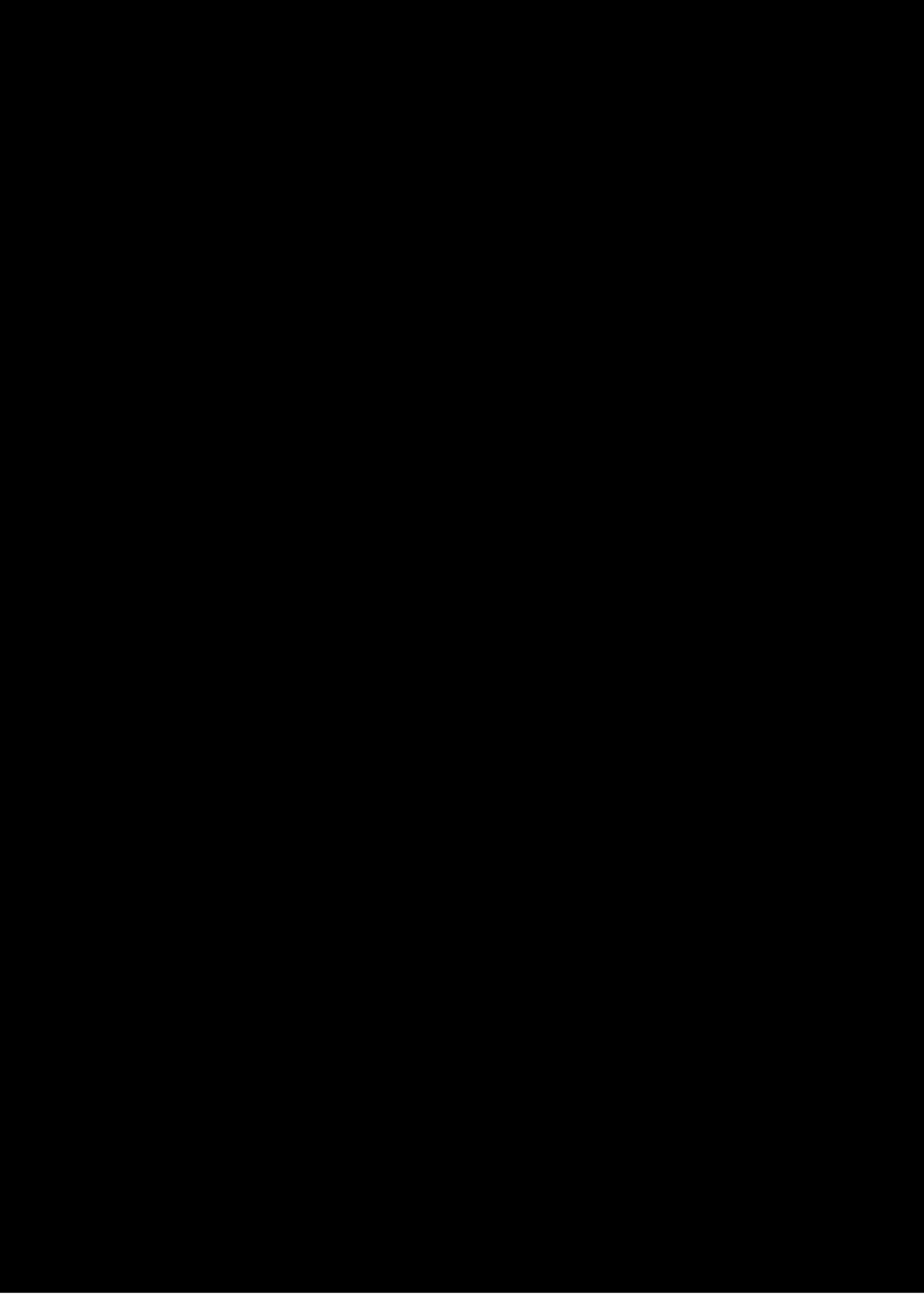
Legal Framework

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

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) Act 2010 and
- DfE (2015) educational needs and disability code of practice: 0 to 25

Definitions

A person is defined as having a disability if they have a physical or mental impairment that -68(d)-12(ef6TETQ.)-7(s)



Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow pupils with SEND to

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice
[Redacted content]	

<p>physical environment</p>	<p>This includes: Ramps Lift Corridor access Accessible parking bays Accessibility toilets and changing facilities High visibility strips to mark stairs, hand rails and vertical support post</p>	<p>equipment and furniture in place to allow them access to their lessons. equipment to be purchased if necessary.</p> <p>Personal evacuation plans for identified</p>	<p>agencies to ensure that the necessary equipment is purchased in time for</p>			
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access all information.	Induction loops Soundfield systems	be used to help them to make the progress they deserve.	communication methods are in place			
		Regularly review access to information in collaboration with parents/carers and students to ensure that communication methods are appropriate to need.	Invite parents/carers and students to termly access meetings	Director of SEND	2023	Improved systems across the school will support disabled students to access all information.

Appendix 1: Accessibility Audit

1 Physical Access					
Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				Yes

14	If no is an alternative wheelchair accessible entrance provided?				Yes
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				No
16	Do all internal doors allow a wheelchair user to get through unaided?				Not all. This will be reviewed when needed
17	Do all corridors have a clear unobstructed width of 1.2m?				No
18	Does each block have a wheelchair accessible toilet?				Yes
19	Does the relevant block have accessible changing rooms/ shower facilities?				Yes
20	If the block is on more than one level, do the internal steps/stairs have a contrasting colour edging?				Yes
21	Is there a continuous handrail on each internal stair flight and landing?				Yes
22	Do the blocks have a lift that can be used by wheelchair users?				Yes
23	Do you have any sort of mechanical means provided to move between floors? If yes please state.				

