Orbis Education Trust

Southfield School

Optimism | Resilience | Balance | Individuality | Synergy

Accessibility Policy

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Issue Date:	4th September 2025
Amendment Date:	12th May 2026
To Be Reviewed:	Triennially: 4th September 2028
Approved by:	LGB
Policy Owner:	Kate Burt

Table of Changes Made Since Last Version

Paragraph	Summary of Change/s
4	Addition of Trips and Activities

Glossary of Abbreviations and Acronyms used in this Policy

Abbreviation/Acronym	Meaning

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1. Introduction/Context

1.1. The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. This policy addresses the statutory requirements of the Equality Act 2010 and is further supported by the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. It aims to further the aims of our Vision Statement by:

1.1.1. Increasing the extent to which disabled pupils can participate in the curriculum.

1.1.2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

1.1.3. Improving the availability of accessible information to disabled pupils, staff, parents and visitors.

1.2. We recognise the need to provide adequate resources for implementing plans and will review annually in respect of progress and outcomes. Our school's previous access plans were incorporated into a Disability Equality Scheme / Single Equality Scheme. This policy includes data and consultation from those schemes where they continue to be relevant.

2. Definition of Disability

2.1. The definition of disability under the law is a wide one. A disabled person is someone who has a: Physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

2.2. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, downs syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

2.3. If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

3. Associated Policies and Plans

3.1. This plan should be read in conjunction with the following school policies, strategies and documents:

3.1.1. School Vision Statement

3.1.2. Inclusion Policy

3.1.3. Curriculum Policy

3.1.4. Behaviour, Rewards and Sanctions Policy

3.1.5. Health & Safety Policy

3.1.6. Safeguarding Policy
3.1.7. Supporting Students at School with Medical Conditions Policy
3.1.8. Evacuation Procedures
3.1.9. Incident Management Policy & Plan
3.1.10. School Evaluation and Development Plans
3.1.11. SEND Information Report
3.1.12. Online Safety Policy
3.1.13. Digital Accessibility Statement

4. Trips and Activities

4.1. Parents and carers of students with SEND or additional needs are encouraged to speak with the SENCo before signing up, to ensure the activity is suitable and any necessary adjustments can be made in advance. We want all students to have a positive experience, and an early conversation will help us identify the best support for your child. senco@southfieldsch.co.uk

5. Development and Publication

5.1. This policy will be available on the school website in accessible formats and in hard copy on request.

6. Monitoring and Review

6.1. The policy will be monitored through the LGB and may be monitored by Ofsted during inspection processes. The terms of reference for all governors' committees will include the need to consider Equality & Diversity issues as required by the Equality Act 2010.

6.2. The Accessibility Policy will be reported on annually in respect of progress and outcomes and provide a projected plan for the three-year period ahead of the next review date.

Increasing Access to the Curriculum/Out of Hours Learning for Disabled Pupils

Target	Strategies	Outcomes	Timescale
Improve outside areas	Additional painting of steps Maintenance of loose paving slabs	Access main buildings and surrounding areas especially for VI Students	Ongoing
Improve learning of HI and VI students in classrooms and some office areas.	Liaison with specialist HI and VI teachers Sharing of information to subject teachers Ensuring resources and equipment are adapted where possible to meet the needs of the learners Use of seating plans	Improvements for all, but particularly for students with hearing and sight difficulties	Liaising with SENDCo, to be reviewed in line with student need
Ensure that there are no barriers to participation in school visits and trips for disabled students.	Liaison with SENDCo to ensure SEND students can participate in all school visits and trips Relevant procedures and protocols are followed to ensure safe access to all visits and trips Additional staff allocated for SEND students when appropriate	All students access all trips to enhance their learning and wellbeing	Ongoing
Staff training	On-going training for staff to meet the needs of all SEND learners through quality first teaching. Training in staff induction programmes, including ECT's	Improve awareness and knowledge of SEND student specifics	Ongoing
Monitoring of curriculum access and delivery	Discuss possible methods with leadership team and integrate specific access and delivery issues into present monitoring plan Ensure that curriculum access and delivery is promoted through the renewed appraisal process Exam arrangements are shared on Staff Bulletin Noticeboard to allow continuity of support for all tests, assessments, mocks and exams in Key Stage 4 Early identification of possible exam access arrangements for students in Key Stage 3	Checks kept on access to the curriculum will be built into monitoring of day-to-day practice Teachers become more aware of individual student needs, undertaking referrals where appropriate	Ongoing

Individual student's needs assessed	On-going - Individual plans and information sheets which are stored on ARBOR Work with students to identify specific needs. E.g. Dyslexia Specialists, Educational Psychologist or Occupational Therapists.	Improve engagement, progress and attainment for SEND students Teaching staff have access to individual learning plans (ILP's) to ensure adaption / differentiation in curriculum is undertaken where necessary	Ongoing

Improving Access to the School's Environment – Priority: Student/Staff Access Before Visitors

Target	Strategies	Outcomes	Timescale
Wheelchair access to main facilities	B Floor ramp needs re-assessing for wet weather use Lift for students with physical impairment	Wheelchair access possible to main facilities used by public to B floor via ramp and then A/C/D floor via lift. Not all site is wheelchair accessible.	In place In place
Make main teaching block corridors safer for visually impaired	Clearly mark all obstacles, that cannot be removed, with signs and bright paintwork	Improved general visibility of all features using VI guidance	Ongoing
Steeply sloping site – consider all external areas that are not easily accessible to students/visitors with physical disabilities	Special arrangements made for students and visitors with physical disabilities who cannot access all external areas	Make as many areas as possible accessible for physically disable students	Ongoing

Improving the Delivery of Written Information to Disabled Pupils

Target	Strategies	Outcomes	Timescale
Staff Training	Initial information and training session for all staff each new academic year – effective visibility, e.g. enlarged print, screen colour and colour of paper, screen text, fonts and layout, display information in classrooms and corridors, information sent home, etc. SEND team engage with Visual Impairment and Hearing Impairment team from North County Council Service and update teachers with external advice through SEND pupil passports and independent learning plans on Arbor.	Improve awareness of all impairments under SEND Register inc. visual impairment and hearing impairment.	Autumn term annually Ongoing
Signs around premises	Make sure all are clear, bright and suitably placed. TV Screens used to relay information to all students from a central computer bright, clear message to students and visitors – e.g. lunch rotas, room changes, important messages including house point updates, etc.	Easier reading for visually impaired. Save physically disabled students from going to a room to discover a lesson has been moved elsewhere	Ongoing