

SVS Accessibility Plan



Approval and review dates

Policy	Date of last review	Date of next review
SVS Accessibility Plan	September 2025	September 2026

1. Policy Statement

This accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Sandwell Valley School is committed to improve access for disabled students to prevent discrimination against disabled students.

School Governing Board are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period. They will ensure through the Principal and Senior Leadership Team that all staff are aware of how these duties should be implemented in their specific areas of responsibility.

Sandwell Valley School is an Inclusive school and is proactive in thinking ahead to anticipate the barriers that disabled students may face and takes active steps to minimise them so that the student is fully included in all aspects of School life. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by the school.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

3. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Disability and the School Culture

Definition (Equality Act 2010)

The Disability Discrimination Act describes a disability as "a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA (Disability Discrimination Act) substantial means 'more than minor or trivial'. Long-term means has lasted or is likely to last more than 12 months.

This Accessibility Plan has been drawn up in consultation with the governors of the School.

At Sandwell Valley School, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Sandwell Valley School will constantly monitor, with a view to improve the accessibility of provision for all students, staff and visitors to the School.

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It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Plan should be read in conjunction with policies, strategies and documents on the following areas:

- Equal Opportunities
- Health & Safety
- Special Needs
- Behaviour and Anti Bullying
- School Improvement Plan
- School Prospectus and
- Mission Statement
- School Journeys

5. Monitoring and Evaluating

The implementation of the plan is the responsibility of the Head and Governing Board. It will be reviewed annually and revised every three years. In the process of its review it will take into consideration the views of disabled students, their parents/guardians and care providers in the community.

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| ▪ Adequately resourced | ▪ Revised as necessary |
| ▪ Implemented | ▪ Renewed every three years |
| ▪ Reviewed | ▪ Available to parent/guardian |

Opinions of the student and parental body will be regularly sought. If parents/carers think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal (SENDIST). If the tribunal finds that a school has discriminated unlawfully against a disabled student it can order any remedy that it sees fit, except financial compensation.

The Accessibility Plan for physical accessibility relates to the Access audit of the school. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility plan for the ongoing period.

Equality impact assessment will be undertaken as and when school policies are reviewed. The school prospectus will make reference to the Accessibility plan.

The schools complaints procedure covers the Accessibility plan. The Accessibility plan will be monitored through the curriculum and finance and premises.

6. Improving Access for Disabled Students

This plan addressed the three strands of the statutory requirements, on the basis on which action plans will be drawn up and regularly reviewed:

Increasing access for disabled students to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in schools clubs, leisure and cultural activities or school visits.

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Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled students. This will include planning to make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable time frame.

Procedure

To identify barriers to access by disabled students a needs analysis checklist has been completed – Annex 1.

From the findings of this checklist an Action Plan has been written to identify necessary action to make the adjustments necessary – Annex 2.

This action plan will form part of the whole school development plan agenda. Progress will be reviewed annually and this accessibility plan adjusted accordingly.

Identifying Barriers to Access: Checklist

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	☐	☐
Are your classrooms optimally organised for disabled students?	☐	☐
Do lessons provide opportunities for all students to achieve?	☐	☐
Are lessons responsive to student diversity?	☐	☐
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	☐	☐
Are all students encouraged to take part in physical activities?	☐	☐
Do all staff recognise and allow for the mental effort expended by some disabled students for example using lip reading?	☐	☐
Do all staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	☐	☐
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	☐	☐
Do you provide access to computer technology appropriate for students with disabilities?	☐	☐
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	☐	☐
Are there high expectations of students?	☐	☐
Do staff seek to remove all barriers to learning and participation?	☐	☐

Annex 2 Action plan

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

Aim	Objectives	Actions to be taken	Person responsible	Date to completed	Success criteria
Increase access to the curriculum for pupils with a disability	A1: Continue to develop range of learning resources that are accessible for students with different disabilities.	Training Heads of Departments to review resources in their curriculum areas.	Teaching staff SLT	Annual Review	Students with disabilities have increased access to curriculum materials.
Improving access to the curriculum	A2: Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities	Staff development. Teacher Observations	Teaching staff SLT	Annual Review	Teachers use multiple intelligence principles to suit a wide range of learning styles. Higher attainment for students with SEN / disabilities.
Improving access to the curriculum	A3: Teachers develop skills to deal with students who have specific disabilities	DSB and SEN staff provide or arrange specific training for new and existing staff relating to disabilities experienced by students	Teaching staff SLT	Annual Review	Staff have greater understanding of disability issues.
Improving access to the curriculum	A4: Disability equality issues are incorporated into Citizenship curriculum	Students to address issues of disability, mental wellbeing and inclusion through PSHE sessions	PSHE	School year	Students have greater understanding of disability/welfare issues.

Improve and maintain access to the physical environment	B1: Ensure fire procedures take account of the needs of students with disabilities	a) Review the needs of the identified students b) Ensure that appropriate provision, including places of safety have been established c) Fire procedures for wheelchair students are clearly in place.	Financial resources (funding for evacuation chairs) Time/training	Annual Review	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire. Fire warden to take responsibility for safe evacuation of disabled students.
Improve and maintain access to the physical environment	B2: Ensure that there is appropriate vehicle access for students with physical disabilities.	Review the needs of identified Students. Ensure that appropriate provision and safety has been addressed.	Financial resources. Site management.	Annual Review	Identified students have access to parking provision when required.
Improve and maintain access to the physical environment	B3: To constantly review access to the physical environment for pupil's with physical disabilities.	Review the access to individual rooms, ensuring appropriate adaptations are made where feasible	SENCO	Annual Review	Physical environments will be reviewed and evaluated frequently with the support of the Premises officer. Appropriate Risk Assessments will be carried out regularly and evaluated in line with the SEN and Health and Safety Policies.
Improve and maintain access to the physical environment	B4- To ensure that there is appropriate provision for physical disabled to access adequate toilet facilities.	Review the access to toilet, ensuring appropriate adaptations are made where feasible	Financial resources and site manager	Annual Review	The facilities will be reviewed regularly.

Improve access to information	C1: Make information more accessible to students (and parents) with disabilities	Use national and local recommendations to develop plans to make information more accessible.	LA guide to making information more accessible Teaching Staff, Parent and Student feedback	Annual Review	Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.
	C2: To provide a hearing loop (either fixed or portable) in school.	Identify an appropriate system in line national recommendations.	LA guide to making information more accessible Teaching Staff, Parent and Student feedback	Annual Review	Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.

Date: September 2025

Review Date: September 2026