

Mercia School

Accessibility Plan

Author:
Headteacher

This policy has been approved by the Local Governing Body and signed by the Chair of Governors	
Completion date	<i>September 2025</i>
Review Date	<i>October 2026</i>

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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

1. Aims

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

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the opportunities on offer to disabled pupils in all facets of school life

Mercia 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.

At Mercia School, we are committed to ensuring equality of education and opportunity for all pupils, staff and parents receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Mercia, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The plan will be made available online on the school website, and paper copies are available upon request. Mercia 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. We will work with colleagues from within the Mercia Learning Trust and Sheffield City Council to ensure Mercia School is accessible to all.

If you have any concerns relating to accessibility in school, please use our complaints procedure to raise legitimate concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of Mercia School.

2. 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. Mercia School is a Free School and this policy complies with our funding agreement and articles of association.

4. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives and actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Maintain and increase access to the curriculum for all pupils with a disability</p>	<p>Our school offers a challenging curriculum where all pupils are supported to reach challenging goals</p> <p>We employ first-class teachers who are flexible to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities. For example, the story of Christie Brown is shared with pupils during inauguration week.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. This is carefully monitored throughout the assessment cycle.</p> <p>The core, enrichment and mastery curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The school promotes full participation of disabled pupils in the enrichment curriculum and</p>	<p>Objective: Maintain an exceptional curriculum that all learners can access by:</p> <ul style="list-style-type: none"> - Continuing to read widely about the latest teacher-led research to ensure quality-first teaching for all - Ensuring that the First Aid team are able to meet the physical and medical needs of pupils. Regular drills and training must continue. - Extending and developing our literacy/numeracy strategy to ensure maximum progress for all learners - Continuing to hold weekly meetings which focus on pupils with profound need and other with care plans disabilities. This ensures pupil's needs are met thoroughly and fully. - Ensure all appropriate paperwork for pupils with physical/medical needs is shared with all staff - Continue to make sure all pupils fully participate in physical education by ensuring staff are well trained to meet the needs of all pupils. This includes youngsters with profound physical disabilities and chronic conditions. 	JF	Ongoing	<ol style="list-style-type: none"> 1. All disabled pupils access a full curriculum 2. No pupil is withdrawn from any lesson, extra-curricular activity or trip because of their disability 3. 100% of pupils with physical/medical needs are fully involved with every elements of the school's curriculum

	physical elements of the core curriculum (i.e. Physical Education)				
Improve and maintain access to the physical environment	<p>The school building was completed in Sep 2018. It has won prestigious architectural awards and is absolutely designed with disabled pupils in mind. The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Easy-access via gentle ramps at the building's front - Ramps at the school's side entrance - 2 Elevators provide access to all floors - Corridor width allows clear passage for all pupils. Simple rules to 'stay left' help keep all pupils, notably those with disabilities, safe - There are 6 disabled toilets to ensure all pupils have total privacy and feel totally safe - Washing facilities are available to all pupils with a disability. Specialist facilities are well-maintained - Evacuation chairs are available in all stairwells in case of an emergency 	<p>Objective: Continue to ensure the physical environment is suitable for disabled learners and staff ensure they can fully access it by:</p> <ul style="list-style-type: none"> - Providing regular and effective training for support staff in the use of specialist equipment – EVAC chair primarily. - Providing regular and effective training to ensure all pupils access the building. This pertains particularly to moving, handling and toileting. - Continuing to provide funding to ensure all subjects have access to specialist equipment as required - Continuing to look after the school building and maintain its physical features to a high standard. It may be required to automate doors and provide pupils with elevator fobs to help transition of disabled pupils. - Adjusting all trips and visits as far as possible to ensure they are accessible to pupils with physical/medical needs - Providing appropriate recreational activities for all 	JGN	Ongoing	<ol style="list-style-type: none"> 1. All disabled pupils are on time for lessons because they can manoeuvre the building safely and quickly 2. All disabled pupils express they feel safe and supported at Mercia School 3. All parents/carers of disabled pupils express complete satisfaction with the school's handling of their child's need.

	<ul style="list-style-type: none"> - Automated doors in some areas of the school are used during the school day. All doors are mechanized to remain open. - A well-trained support team to ensure all pupils with a disability feel confident and fully-integrated in to school life. 				
Access of opportunity	<p>Mercia School promotes a culture of celebration of diversity and inclusivity. Our school uses a range of methods to make sure each facet of the school is accessible to all pupils with a disability. This includes:</p> <ul style="list-style-type: none"> - Internal signage to support youngsters when manoeuvring the building - Large print resources as required by pupils who are visually impaired - Cultural Capital policy clearly set out school approaches to ensure full participation in all school activities – school sport, school performances, educational trips and visits, musical ensembles etc. - A robust behavior policy ensures all disabled pupils are free of harassment and bullying 	<p>Objective: Continue to promote full participation of all pupils, ensuring every disabled child has the same opportunity as any other by:</p> <ul style="list-style-type: none"> - Continuing to develop high quality careers education to ensure pupils with physical needs have high-quality options when they leave school. It is the schools ambition to have 0% of pupils being NEET after Year 11. - Further increasing the level of participation across the school – our aim is to maintain 100% of pupils being involved with extra-curricular activities. - Providing a truly diverse curriculum through the core, mastery and enrichment curriculum. This needs to be monitored constantly to ensure all statutory guidelines in terms of RE, SRE, PSHE are covered. 	RH	Ongoing	<ol style="list-style-type: none"> 1. 100% of disabled pupils participate in school showcases and other extra-curricular activities 2. 100% of disabled pupils do not encounter harassment or bullying at the school

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Headteacher, in consultation with the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Moving and handling policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- First-aid policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	There are 3 floors. All are well maintained with a wide range of facilities.	N/A	N/A	N/A
Corridor access	Corridors are wide. A red line helps maintain order when pupils move around the schools. Doors break up the corridors and are easy to use.	- Maintain the peaceful corridor etiquette the school currently has	ALL	ONGOING
Lifts	There are 2 lifts. They are in fine working order.	- Continue to check lifts are well-maintained to a high standard.	JG	ONGOING
Parking bays	There are over 100 parking bays. There are 4 electric car charging points. There is a public road separating the parking bays and the school. There is a parking barrier.	- Continue to check bays are well-maintained to a high standard. - Continue to maintain the parking barrier so it stays in sound working order	JG	ONGOING
Entrances	The school has a perimeter fence. The school entrance is safe and secure. There are 3 gated entrances, all of which are locked during the day	- Updates to the school's entrance to ensure it is well safeguarded have taken place during 2019-20. This includes a new entrance system to ensure visitors can only access the building once admitted by school staff. Continue to monitor.	JG	ONGOING
Ramps	A small ramp is to the rear of the building. The pupil entrance is accessible via a small ramp.	- Continue to maintain ramps to a high standard to ensure they are safe	JG	ONGOING
Toilets	There are 6 sets of boys/girls toilets. There are 6 disabled toilets and a disabled washing facility.	- Continue to maintain toilets to a high standard to ensure they are hygienic and safe to use.	JG	ONGOING
Reception area	The reception area is protected by automated doors. Visitors can only	- Updates to the school's entrance to ensure it is well safeguarded have taken place during 2019-20. This	JG	ONGOING

	enter the building once the admin team deem it safe to do so. Nobody enters the school without a full safeguarding brief and audit of relevant documentation.	includes a new entrance system to ensure visitors can only access the building once they have been approved by school staff. Continue to monitor.		
Internal signage	Signage is clear and well-placed.	- Continue to maintain signage to a high standard	JG	ONGOING
Emergency escape routes	All emergency exits are clearly marked. EVAC chairs are mounted and easy to find. Fire evac point is the parking bays,	<ul style="list-style-type: none"> - Continue to provide training on specialist equipment liked EVAC chairs - Conduct fire drills to ensure all disabled pupils, and other pupils, are safe and evacuated quickly. 	DW	ANNUALLY