



NESSSS

NORTH EAST SURREY
SHORT STAY SCHOOL

Accessibility Policy

February 2025-February 2026

Document Control Information

Version	DATE	DESCRIPTION
1	5/5/2021	New Policy
2	04/02/25	Review and new format
3		
4		
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Last Review	February 2025
Review Period	3 years
Review Date	February 2028

1. 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 North East Surrey Short Stay School is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and aims to ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of pupils with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

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.

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.

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.

3. 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 Management Committee

4. Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions policy
- Intimate Care Policy

A full list of school policies can be found on the school website.

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed and in place	Not quite there	Under discussion	Not planned yet
Are school visits, including residential visits, made accessible to all pupils irrespective of attainment or impairment?	✓			
Preparation for entry into school.	✓			
Grouping of pupils	✓			
School Relationships and Behaviour Policy inc exclusions	✓			
The school's arrangements for working with other agencies	✓			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓			
Do staff recognise and allow for the effort expended by some disabled pupils, for example using lip reading?	✓			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓			
Are there high expectations of all pupils?	✓			
Do staff seek to remove all barriers to learning and participation?	✓			
Access to the curriculum.	✓			
School policies, e.g. anti-bullying, SEN policies, health and safety.	✓			
Interaction with peers.	✓			

Physical access	Completed and in place	Not quite there	Under discussion	Not planned yet
Are your classrooms optimally organised for disabled pupils?			✓	
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?				✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (Issue-internal doors to playground)			✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?			✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓	
Are areas to which pupils should have access well lit?	✓			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?			✓	

Activities to support the curriculum	✓			
School sports.			✓	
How the school deals with emergency procedures.		✓		
Breaks and lunchtimes.	✓			
The serving of school meals.	✓			

Curriculum Access	Completed and in place	Not quite there	Under discussion	Not planned yet
Do lessons provide opportunities for all pupils to achieve?	✓			
Are lessons responsive to pupil diversity?	✓			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓			
Are all pupils encouraged to take part in music, drama and physical activities?		✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils 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?		✓		
Teaching and learning	✓			
Classroom organisation.			✓	
Timetabling.	✓			

Assessment and exam arrangements	✓			
Preparation of pupils for the next phase of education	✓			

Information Access	Completed and in place	Not quite there	Under discussion	Not planned yet
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		✓		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?		✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		✓		
School announcements.		✓		
Access to information.	✓			