



Accessibility Policy

Adopted by Utopia - for review by the Board of Directors and Governors
Adopted September 2024
For review - Annually - Review targets annually

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

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. Utopia are committed to providing an environment which values educational, 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. Where it is practicable the school is committed to providing reasonable adjustments to enable prospective pupils to take up a place at the school. We ask all applicants for admission to the school to disclose whether they have received any learning support, have had an educational psychologist's report in the last 12-14 months or have any disability or other condition of which the school should be aware. In assessing a pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents and young people.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events;
- Ensure the information is made available in various preferred formats within a reasonable timeframe.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the head of centre in conjunction with the board of governors

3. Action plan

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

Overall Aim: Increase access to the curriculum for pupils with a disability

OBJECTIVE	ACTION REQUIRED	SUCCESS CRITERIA	COSTING	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Ensure effective SEND Provision is in place for students with additional needs.	Ensure all staff have access to EHCPs/SEN profiles and Risk assessments. Employ appropriate therapy services	Report produced highlighting strengths and success and areas for development	TBC	Head of Centre	July 2025
Improve access to remote learning for children with additional needs	Establish the current situation of digital devices amongst families. Ensure pupils have appropriate digital devices to use at home.	All pupils have smooth access to remote learning, that they can access independently.	TBC	Head of Centre	July 2025
Pupils with Medical Conditions requiring daily treatment.	Ensure all staff are trained to the correct level in order to provide appropriate care Liaise with external Medical Agencies	Attendance data for pupils with medical needs	Staff time	SENDCO	July 2025

Overall Aim: Improving physical access within Utopia

OBJECTIVE	ACTION REQUIRED	SUCCESS CRITERIA	COSTING	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Planning of all out of school activities are completed in a method which allows for participation for the full range of children</p>	<p>Individual Care Plan which enables pupils to go on all educational trips throughout the year. Individual staff training given to students with additional medical needs</p>	<p>Out of school visits will be taken in inclusive environments where legislative requirements are in full compliance</p>	<p>TBC</p>	<p>Head of Centre</p>	<p>Ongoing</p>
<p>Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe</p>	<p>Ensure access to the ground floor facilities for all students with protected characteristics and ensure adjustments made are reasonable and timely. Ensure ramped accesses ground floor.</p>	<p>Ground floor fully accessible</p>	<p>TBC</p>	<p>Head of Centre</p>	<p>ongoing</p>
<p>Explore improving access to second floor</p>	<p>Explore possibility of installing lift to access second floor Agree budget and put the contract out to tender.</p>	<p>Obtain quotations for lift access</p>	<p>TBC</p>	<p>Proprietors</p>	<p>Ongoing</p>

