



# Accessibility Plan

Date ratified	2021
Governor or committee responsible	Finance Committee
Status	Statutory Plan - Three year cycle
Date due for review	2024
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Signed :	
	on behalf of Governing Body

## **CONTENTS**

<b>1</b>	<b>Purpose of Plan</b>	<b>2</b>
<b>2</b>	<b>Legislation and Guidance</b>	<b>2</b>
<b>3</b>	<b>Principles</b>	<b>2</b>
<b>4</b>	<b>Increasing Access for disabled pupils to the school curriculum</b>	<b>3</b>
<b>5</b>	<b>Improving access to the physical environment of the school</b>	<b>3</b>
<b>6</b>	<b>Improving the delivery of written information to disabled pupils</b>	<b>3</b>
<b>7</b>	<b>Financial planning and control</b>	<b>4</b>
<b>8</b>	<b>Accessibility Action Plan</b>	<b>4</b>
<b>9</b>	<b>Monitoring and Review</b>	<b>7</b>
	<b>Appendix 1 – Accessibility Audit</b>	<b>8</b>

## 1. Purpose of the Plan

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.

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

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 these concerns.

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

## 3. Principles

- Compliance with the Equality Act is consistent with our setting's aims and Equalities Policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

#### **4. Increasing Access for disabled pupils to the school curriculum**

- We aim to support pupils with SEND/EHCP funding to attend clubs where possible
- No pupil with SEND will be excluded from school trips on the basis of their disability.
- We will carry out a risk assessment for specific pupils prior to the trip or activity.
- Our staff are trained to understand the needs of disabled pupils and to adapt the environment and curriculum to remove barriers for them.
- We are trained or have access to training to support pupils who have a hearing or visual impairment.

#### **5. Improving access to the physical environment of the school**

- The school has ramps into the building and there is lift between floors.
- The building can be accessed by wheelchairs via the front playground but some entrances are not accessible by wheelchair.
- We have a disabled toilet on the ground floor but there are not disabled toilets on every floor.
- Library shelf height is suitable for wheelchair users to access.
- Our corridors are wide

#### **6. Improving access to information including the delivery of written information to disabled pupils**

- We use Communicate in Print software with our pupils who find accessing the written text a challenge.
- We use Makaton signs with pupils across the school to aid communication.

- Some of our staff are trained in basic British Sign Language (Level 1).
- Some staff are trained in the use of PECs (pictorial communication).
- We apply for special arrangements for SATs exams such as enlarged text and extra time for pupils.

## 7. Financial planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## 8. Accessibility Action Plan for year 2021 – 2024

Access to the curriculum - statutory					
					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, med or short-term	Time Frame	Notes
Improve and develop our use of technology for pupils, i.e. through ensuring pupils with disability have access to the latest, affordable technology that can support their access to the curriculum.	<p>Purchase of laptops/technological aids or apply to charities / appropriate sources to access this technology.</p> <p>Seek advice from other professionals as to what technology should be purchased.</p>	Senco IT support team.	Medium	18 months	

**Access to the physical environment - statutory**



<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, med or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
All entrances, including the front entrance are wheelchair accessible	Lift fitted in front entrance hall	School Business Manager (SBM)	Long	3 yrs	
Disabled toilets are available on each floor	Site assessment of where toilets should be.  Building works commissioned.	SBM	Long	3 yrs	
To continue to ensure the paths and playground surfaces are physically safe for pupils with mobility or visual impairments	Regular walkthroughs of playground and pathways and rectifying any uneven surfaces.  Painting/highlighting of any steps/ protruding surfaces.	Site Manager	short	Ongoing	

**Access to information - statutory**



Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Regularly check signage to ensure it is clear and understandable by all who use building.	Make increased use of pictorial signs for non-readers. Use of colour – coding to assist understanding.	Site manager	Short	ongoing	
To ensure displays are visually appropriate for all pupils including those with ASD	All classes to use standardised visual timetable.  To try and make classrooms less 'busy', or at least areas of class low-stimulus areas.	Class teachers	Short	Ongoing	

## Ensuring inclusion in the school community



Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, med or short-term	Time Frame	Notes
<p>Number of pupils with a disability who receive awards is equitable to peers.</p> <p>There is no over-representation of pupils with disabilities in the behaviour records i.e. negative incidents or bullying</p>	<p>Monitoring of Disabled students well being in terms of Dojo and behaviour records.</p>	<p>Senco And DHT (Pastoral)</p>	<p>Short</p>	<p>Termly</p>	

### 9. Monitoring and review

This Action Plan will be reviewed annually to check on progress towards the objectives. Objectives to be reviewed at least 3 yearly.

The Finance Committee should approve the plan.

## Appendix 1: Accessibility audit

Feature	Description
Number of storeys	3 floors including a basement, roof and a mezzanine
Corridor access	2 corridors each protected by fireproof doors. When opened, can allow for wheelchair and pushchair access
Lifts	1 DDA compliant lift
Parking bays	Surplus of 20 parking bays including wide bays for larger vehicles
Entrances	One main entrance to the school. KS1 playground entrance and KS2 playground entrance - these are monitored and patrolled by SLT and site managers and are locked at 9.10 each day.
Ramps	Ramp access is via the Nursery and the KS1 playground.
Toilets	Separate male/female toilets are present on each floor for adults and children including separate children's toilets in each playground
Reception area	Secure area with wide doors and generous space that can accommodate wheelchair and pushchair access
Internal signage	Visible around the entire school
Emergency escape routes	Every staff member is aware of the emergency procedure. Regular fire drill practice and lock down practice ensures all children and staff know what to do and where to go