



Accessibility plan

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Lead Professional: Robert Pike

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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.

Our equality objectives are:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities . We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To narrow the gap between boys' and girls' attainment in writing in the primary phase (Y1 – Y6).
- To promote cultural development and understanding through a rich range of experience, inside school through the teaching of RE, PHSE and organising school trips to enhance the pupils understanding of other cultures.
- To ensure that children who are eligible for the Pupil Premium Grant make accelerated progress through additional high quality tuition and have the opportunity to develop their creative skills during and after school hours.

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.

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. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Medium term – to ensure that Foundation subjects are differentiated.	Staff meeting time set aside, new planning format and use of Chris Quigley skills based curriculum.	SENCO & DHT	1 st Oct 2019	There will be differentiation in planning and delivery of Foundation subjects.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Planning will be amended to include examples of disabled people who are very successful in their careers.	To update curriculum maps and discuss successful disabled people in a staff meeting.	SENCO	On-going	Children use resources in class tailored to individual needs.
	Curriculum resources include examples of people with disabilities.			SENCo & DHT	1 st October 2019 (in line with curriculum overview)	Children are aware of successful people who are disabled.
	Curriculum progress is tracked for all pupils, including those with a disability.	Use of FFT and TT to set targets.	Monitor planning weekly.	SENCo & DHT		Six times per year data drop.
	Targets are set effectively and are appropriate for pupils with additional needs.			SLT	Completed Sept 2018	Smart targets are set for pupils with additional needs.

	The curriculum is reviewed to ensure it meets the needs of all pupils.	The curriculum will be reviewed on an annual basis.	Subject Leaders will share reports with their colleagues.		Completed June 2018 September 2019	Reviewed and amended curriculum
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	A wet room will need to be installed to enable a child to shower after swimming. A disabled parking bay needs to be marked in the car park.	To gain quotes and apply for grants to pay for new shower room. To mark out a disability car parking place outside the school office.	HT HT	1 st December 2019 3 rd September 2019	A wet room will be created in the school. A parking space will be available for disabled parents and visitors.
Improve the delivery of information to pupils and parents with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Newsletters and school information will be made available to parents when we have been notified of their disability. These will be available in large print, voice mail and email.	The school office will send out a letter requesting disability details from parents and carers. The office staff will then send out accessible versions of texts messages, newsletters and letters.	Office Manager	1 st October 2019	Parents with disabilities will be able to access all of the information provided by 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 the Head Teacher and Governing Board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey	Ramp to be provided for external sycamore door.	Head Teacher	3 rd Jan 2020
Corridor access	Ensure all areas are clear and that there is at least 1 metre clearance for wheel chair access.	Clear all corridors and move bookcase in Sycamore class by door from hall	SENCo	10 th September 2019
Lifts	None	None	N/A	
Parking bays	None	Disabled bay needs to be painted on playground by Caretaker	Head Teacher	5 th September 2019
Entrances	Three	None – all accessible	N/A	
Ramps	Three	Need to look at equipment available for wheelchair users to use fire exit in Sycamore Class and for wheelchair users in Reception to access the outdoor classroom.	Head Teacher	1 st November 2019
Toilets	One disabled toilet.	None.	N/A	N/A

Reception area	Ramp to Reception area.	Electric buzzer to be fitted so that school office can help a wheelchair user.	Office Manager	1 st October 2019
Internal signage	Fire exit signs in place	Adult helper to provide support for partially sites, blind or wheelchair users. Braille signs need to be put on toilet, office and classroom doors.	Office Manager	1 st October 2019
Emergency escape routes	These are signed clearly.	An amended evacuation plan needs to be put in place if there is a kitchen or boiler room fire.	Head Teacher	5 th September 2019