

# Accessibility plan



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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. We are committed to providing an enabling environment that enables full curriculum accesses that values and includes all staff, parents and visitors regardless of their educations, physical, sensory, social, spiritual, emotional and cultural needs.

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.

## 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><b>Our school offers a differentiated curriculum for all pupils.</b></p> <p><b>We use resources tailored to the needs of pupils who require support to access the curriculum.</b></p> <p><b>Curriculum resources include examples of people with additional need</b></p> <p><b>Curriculum progress is tracked for all pupils, including those with a special educational need or disability.</b></p> <p><b>Targets are set effectively and are appropriate for pupils with additional needs.</b></p> <p><b>The curriculum is reviewed to ensure it meets the needs of all pupils.</b></p>	<p>Training of staff to support specific need i.e ASC / ADHD/ sensory/ team teach training</p>	<p>Audit of CPD for all staff</p> <p>Training carried out on a cycle of need or ne meet specific requirement</p>	<p>SLT SENDCO Class teachers</p>	<p>ongoing</p>	<p>Training enabled all staff to competently support individual children whatever the need. Staff training regularly reviewed to ensure staff are able to seek the support the need.</p>

<p>Improve and maintain access to the physical environment</p>	<p><b>The environment is adapted to the needs of pupils as required.</b></p> <p><b>This includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Temporary ramps</b></li> <li>• <b>Library shelves at wheelchair-accessible height</b></li> </ul>	<p>Classroom environment regularly reviewed to meet needs of individuals and groups. Ensure equipment in class is purchased/ allocated effectively to meet need.</p>	<p>Audit resources and environment to meet needs of individual children</p>	<p>SENDCO SLT Class teachers TAs</p>	<p>ongoing</p>	<p>As a result of regular audits to meet the needs of individual children, access to the physical environment is adapted and improved to meet specific need.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><b>Our school uses a range of communication methods to ensure information is accessible. This includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Internal signage</b></li> <li>• <b>Large print resources if required</b></li> <li>• <b>Pictorial or symbolic representations as required</b></li> </ul>	<p>Specific training for staff based on needs of individual children,</p> <p>ICT environment to support a range of need. le communicate and print/ clicker</p> <p>Staff to use symbols in school to support needs of individuals</p> <p>Staff welcoming and happy to invite parents and visitors to school</p>	<p>Audit resources/ training and environment to meet needs of individual children</p> <p>Staff share expertise as children enter school or move through year groups.</p>	<p>SENDCO SLT Class teachers TAs</p>	<p>ongoing</p>	<p>As a result of regular audit , ensure the environment round school meets specific need.</p>

## **4. Monitoring arrangements**

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

## **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				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				