



Accessibility Plan

January 2023

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| Approved by: | Full Governing Body | Date: January 2023 |
| Last reviewed on: | January 2023 | |
| Next review due by: | January 2026 | |

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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. Further information can be found in our Equality and Diversity Policy 2022.

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.

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 [include as appropriate: 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 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 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 reviewed by The Governors and Headteacher.

It will be approved by The Full Governing Body.

4. 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
- Equality and Diversity Policy

5. Accessibility Action Plan

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

| AIM | CURRENT PRACTICE | GOOD OBJECTIVES | 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> | <ul style="list-style-type: none"> • Our school offers a adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Use of assistive technology available as required. • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils | <p>Develop further strategies to adapt the learning for pupils with SEND. These adaptations will be evident when talking to pupils or through learning scrutiny.</p> | <p>CPD for staff</p> <p>SLT monitoring of current practice and feedback to staff.</p> <p>Sharing of current good practice.</p> | <p>HT and SENCO</p> | <p>July 2023.</p> | <p>Adaptations to learning easily identifiable.</p> <p>Improvement in outcomes for pupils with additional needs.</p> <p>Less reliance on adult intervention as learning is scaffolded effectively for pupils to access learning independently.</p> |

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|---|--|--|---|-----------------------------|---|---|
| | <ul style="list-style-type: none"> We always consider accessibility e.g. all school trips are inclusive and school events are adjusted so that they are accessible for all. | | | | | |
| 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 toilets and changing facilities Library shelves at wheelchair-accessible height Dynamic risk assessments of classrooms / areas of the school that are less accessible. Class bases can move and are flexible to meet the needs of pupils | A disabled parking bay is clearly identified in the school car park. | Area of the car park identified and marked using white pint marking. Professional sign maker employed to carry out work. School community informed (parents/carers/visitors) | Premises Manager | July 2023 | Bay clearly identifiable in car park. |
| | | Wheelchair access from the indoor to outdoor areas of EYFS improved. | Mobility officer/OT to visit EYFS to make suggestions for adaptations. | SENCO and Premises manager. | July 2025 (Sooner if adaptation needed) | Wheelchair able to access both areas of EYFS with very little adult assistance. |

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|---|--|------|---|---|---|-----------------------------|--|
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations (inc Makaton) • Makaton used in some classes where there is need. • Audibility books purchased as required • Use of assistive technology available as required. | | Develop consistency of pictorial/symbolic representations across the school that is Makaton friendly. | <p>Through staff training, share examples and agree format.</p> <p>When replacing symbols/signs at the beginning of the academic year, replace with agreed format.</p> | <p>Headteacher</p> <p>SENCO</p> <p>Teaching Staff</p> | September 2023. | <p>Learning Walk – environment.</p> <p>All representations are consistent throughout school.</p> |
| | | | CPD for staff to develop use of Makaton throughout the school as a form of communication. | <p>Makaton recognised introduction / level 1 training (INSET)</p> <p>Individual training for teachers who need this more immediately because of the needs in the class.</p> | <p>Headteacher</p> <p>SENCO</p> | July 2024 | <p>Staff training delivered to all.</p> <p>Use in all classrooms and other areas of the school.</p> <p>Improved communication with individual children evident through observations, pupil interviews.</p> |
| | | | Incorporate Braille when signage is updated. | <p>When new signs are ordered, include Braille on them.</p> <p>Keep an audit of where changes have been made.</p> | <p>Premises Manager</p> <p>Bursar</p> | ongoing | All signs show information in Braille. |