Accessibility plan

and Policy



The Little School with a Big Heart

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**Contents**

[1. Aims 2](#_Toc58247234)

[2. Legislation and guidance 2](#_Toc58247235)

[3. Action plan 3](#_Toc58247236)

[4. Monitoring arrangements 5](#_Toc58247237)

[5. Links with other policies 5](#_Toc58247238)

# 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.

* At Ashurst Wood Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all learners whatever their needs or abilities.

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 through West Sussex County Council or other areas, 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.

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

This policy complies with our funding agreement and articles of association.

# 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 | objectives | actions to be taken | Person responsible | date to complete actions by | success criteria |
| --- | --- | --- | --- | --- | --- | --- |
| Increase access to the curriculum for pupils with a disability | Explain your school’s approach here. Examples:   * Our school offers a 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 * The curriculum is reviewed to ensure it meets the needs of all pupils * Targets are set effectively and are appropriate for pupils with additional needs | * Ensure the Curriculum resources continue to include examples of people with disabilities. | Research appropriate resources / allocate funding | SENDCo | Ongoing | Resources across the school reflect a community including disability. Children see others like them in the resources. |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes:   * Ramps * Elevators * Corridor width * Disabled toilets and changing facilities * Library shelves at wheelchair-accessible height * Adjustable furniture | * Review the furniture and facilities in regard to the children currently in school with a physical disability. Particularly the transition from the KS1 building to the KS2 building. * Continue to monitor the accessibility of school areas and also safety of surfaces. * Any new buildings are accessible (New nurture room) | Purchasing of any additional furniture or mobility aids as needed | Head & Finance committee  Finance committee  PTFA / Head  SENCO |  | Occupational therapists, parents and children are happy with the provision. |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:   * Internal signage * Large print resources * Pictorial or symbolic representations * Makaton as needed | Staff are trained and confident to support need | Training as needed | SENDCo |  | Staff are confident to use the strategies suggested |

# 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 governing body policy committee

# 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