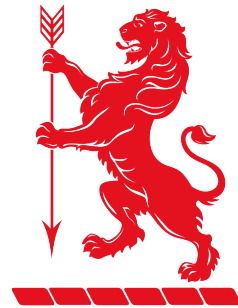


# Accessibility Plan 2022-25



## Egerton Primary School

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Egerton School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. We will ensure this through planning and responding so that the needs of all our students and families, current and future are met. We will ensure that **all pupils can access fully the curriculum and all other activities**.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually and our school website will make reference to this 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:

1. **Egerton School plans, over time, to ensure** the accessibility of provision for all pupils, staff and visitors to the school. Expanding and making reasonable adjustments to the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). **This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.** It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
2. Improve and make reasonable adjustments to the delivery of **written** information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. Improve access to the physical **environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - At Egerton Primary School. We aim for every pupil to fulfil their potential, no matter what their needs.
  - We believe all children have the right to have their needs identified, understood and supported in order to achieve success.
  - We aim to provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
  - We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
  - We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.
  - We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
  - The plan will be made available online on the school website, and paper copies are available upon request.
  - We include and value the contribution of all families to our understanding of equality and diversity.
  - 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. We are part of The Learning Partnership Trust. The Trust believes in allowing each school to retain its distinctive and successful ethos whilst also being able to support the ambition of individual schools, help children to reach their potential and benefit from the greater resources that partnership within the trust brings

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVE SML	ACTIONS TO BE TAKEN	RESPONSIBLE	SUCCESS CRITERIA/ OUTCOME
<p><b>Increase access to the curriculum for pupils with a disability</b></p> <p><b>Over time</b></p>	<p>Our school offers an established adapted curriculum for all pupil with tailored resources. Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>We remain responsive to the needs of all our students and will make any changes necessary to ensure they can access fully the curriculum and all other activities.</p>	Medium	<p>Progress Reviews. Book Looks.</p> <p>Curriculum Development. Review of needs. Action for Inclusion.</p>	Senco SLT	Children access all aspects of the curriculum and make progress linked to effective targets.
Updated Training for teachers on differentiating the curriculum	Regular audit of staff training requirements and PDM's (Staff Performance Development/Training) to support.	Medium	Annual Audit.	Senco and Leadership Team (SLT)	All teachers are able to more fully meet the requirements of SEND children's needs with regards to accessing the curriculum. Increase in access to all school activities for all disabled pupils
Audit of pupil needs and staff training to meet those needs.	Review of specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Medium	Annual Audit	SENCO and SLT	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review of all out-of-school provision to ensure compliance with legislation	Medium	SLT Planning	SLT	Increase in access to all school activities for all SEND pupils. All out-of-school activities will be conducted in an inclusive environment

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVE SML	ACTIONS TO BE TAKEN	RESPONSIBLE	SUCCESS CRITERIA/ OUTCOME
Classrooms are organised to promote the participation and independence of all pupils	Review and implementation a preferred layout of furniture and equipment to support the learning process in individual class bases	Medium	Summer planning.	Teachers/ TA team	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils
Training for Awareness Raising of Disability Issues	Training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Medium	PDM Schedule plan	Inclusion Team SLT	Whole school community aware of issues relating to Access

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES SML	ACTIONS TO BE TAKEN/DATE	RESPON SIBLE	SUCCESS CRITERIA/ OUTCOME
<b>Improve the delivery of information to pupils with a disability</b>	Our school uses a range of communication methods to make sure information is accessible. This includes: Internal signage Large print resources/adapted type size Dyslexia Friendly type-face Braille Induction loops (currently not needed so in development/implemented as needed. Pictorial or symbolic representations Dual language texts as needed	In place		Office/ SLT/S enco	Pupils, parents, staff and visitors will be able to access information.
Availability of written material in alternative formats when specifically requested.	The school makes itself aware of the services available for converting written information into alternative formats.	In place and reviewed	signage ordered by SBM Sept 2022	Office/ SLT	The school will be able to provide written information in different formats when requested for individual purposes Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	We review all current school publications and promote the availability in different formats when specifically requested and offer this.	In place and reviewed	Offer in newsletter/sa feguarding sign in.	Office/ SLT	All school information available for all who request it. Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	We get advice on alternative formats and use of IT software to produce customized materials.	In place and reviewed		Office/ SLT	All school information available for all who request it
Raise the awareness of adults working at and for the school on the importance of good communications systems.	We arrange training courses. We share key information. We have a well being lead for pupils and staff working alongside headteacher. .	In place and reviewed		Office/ SLT	Awareness of target group raised School is more effective in meeting the needs of pupils.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVE SML	ACTIONS TO BE TAKEN	RESPON SIBLE	SUCCESS CRITERIA/ OUTCOME
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps (Fixed and temporary)</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and (in development - changing facilities)</li> <li>Library shelves at wheelchair-accessible height</li> <li>Entrance Signs, bells and displays at entrance level and entrance display in Braille.</li> </ul>		<p>Regular monitoring of our environment, gaining parent and pupil voice and undertaking and creating timely action for inclusion plans.</p>	<p>Senco SLT Caretaker Site Manager</p>	<p>All stakeholders, pupils, families and visitor can access school.</p>



## 4. Monitoring arrangements

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

Information about our Accessibility Plan will be published in the Governors' Annual Statement to Parents (statutory).

The Plan will be monitored through the Teaching and Learning and Environment Committees of the Governors and approved by the Governing Committee and the Headteacher

The Plan will be monitored by Ofsted as part of their inspection cycle.

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.

## 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

Approved by: **Neil McKinlay and** **Date:** September 2022

**Liz Elliott**

Last reviewed on: **September 2022**

Next review due by: **September 2025**