

Forest & Sandridge CE Primary School Accessibility Plan

Key Document details:

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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 school vision states:

Nurture, Grow, Flourish

“For I know the plans I have for you,” says the Lord... “plans to give you HOPE and a FUTURE.”

Jeremiah 29:11

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued.

Within God's love, we will support and encourage one another to grow and flourish... to be the very best we can be.

This applies to all members of our school community without reservation. We are entirely inclusive in all aspects of school life. Everyone is welcomed and valued.

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. We are part of The White Horse Federation and The Diocese of Salisbury who support the implementation of this 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.

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.

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 <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	<p>Our school offers a curriculum which is accessible by all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p> <p>Bespoke packages in place for those who need it. (eg. 1:1 swimming lessons)</p>	Further curriculum resources to include examples of people with disabilities.	Ensure all curriculum leaders are aware of need to include resources featuring those with disabilities.	SJ/HC	July 2024	Curriculum resources will include people from a variety of backgrounds, including those who are disabled.
Improve and maintain access	The environment is designed and built in order to meet the needs of all	Ensure accessible toilets remain clear of	Check and clear as	JT	Ongoing	Disabled toilets accessible for all as

to the physical environment	<p>pupils and adults as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Flat floors – no stairs, steps or ledges • Single storey • Wide corridors and doorways • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	obstructions.	required			required.
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • Sound field is in place in all classrooms and the hall for hard of hearing children. 	<p>Have soundfield serviced as per installation agreement.</p> <p>Our school will use a range of communication methods to ensure information is accessible to all who need them as these become necessary. These could include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 	Arrange servicing as required.	JT	Ongoing	Soundfield will remain well functioning in all areas

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 Principal and Local Board of Governors.

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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single	None		
Corridor access	Wide, open	None		
Lifts	None			
Parking bays	2 disabled bays	None		
Entrances	Main entrance accessible. Disabled opening.	None		
Ramps	None			
Toilets	1 accessible toilet in community use area, 1 in preschool and 2 in main school	Ensure kept clear and in full use	JT	Ongoing
Reception area	Open, accessible	None		

Internal signage	Clear and accessible	None		
Emergency escape routes	Clearly identified by pictorial, lit signage	Keep serviced as required to ensure they keep functioning	JT	Ongoing