



Accessibility Plan and Equality Scheme

Review Frequency	Triennial
Most Recent Review	Summer 2022
Next Review Due	Summer 2025
Head Teacher	Ms. L Wright

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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 work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. This school provides pupils with the opportunity to experience, understand and value diversity.

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, 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 The governing body.

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.

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment, which values and includes all pupils, school personnel, 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.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We, as a school community, have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated 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 • 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 	<ul style="list-style-type: none"> • To ensure all staff have a clear understanding of the SEND Code of Practice • For all teachers to be teachers of children with Special Educational Needs • Access to curriculum for those pupils with specific learning difficulties • Curriculum planned to ensure pupils know and remember the 'must know knowledge' 	<ul style="list-style-type: none"> • Training provided by the SENDCo in INSET and through regular staff meetings. • Training for teachers and support staff on different aspects of SEN and Disability. • Review the needs of children with specific issues, provide all relevant training and resources. • Training for teachers and support staff on different aspects of SEN and Disability. 	<ul style="list-style-type: none"> • SENCo • SENCo/AHT • SENCo • SENCo/DHT 	<ul style="list-style-type: none"> • Annually • As required – initial project summer 2022 • As required 	<ul style="list-style-type: none"> • All staff have a clear understanding of the SEND Code of Practice 2014 • All staff are trained /with issues linked to accessibility and inclusivity with regards to accessing the curriculum • All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Wide corridors • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Visual timetables in all classrooms 	<ul style="list-style-type: none"> • For children’s needs to be met through making appropriate adaptations to timetabling and resources • Pupils who have toileting needs can be adequately catered for. • School accessible to pupils with social communication/ sensory needs 	<ul style="list-style-type: none"> • Ensure children with physical disabilities have the opportunities for free movement within the school • Space for changing/ disposal. PPE and staff confident. Supplies from parents. Contact relevant Health agencies to advise on individual needs. Training and meetings with parents. • Quiet, clutter free environment. Time out space. Sensory Room or garden. 	<ul style="list-style-type: none"> • SENCo • Staff/ parents 	<ul style="list-style-type: none"> • Ongoing • As required 	<ul style="list-style-type: none"> • All children will feel safe when moving through the school. • Children are successfully toilet trained working in collaboration with parents at home. • All children will feel comfortable at school and achieve.
<p>Improve the delivery of information to pupils with a disability</p>	<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 	<ul style="list-style-type: none"> • To ensure the availability of written material in alternative formats as needed by our parent population. • To ensure the availability of appropriate sized written material for pupils/parents with a visual impairment. 	<ul style="list-style-type: none"> • Review all current school publications and promote the availability in different formats for those that require it. 	<ul style="list-style-type: none"> • SLT/ SENCo 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • All adults will have access to every publication.

4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

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