

Shaw CofE Primary School

Accessibility Plan

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Author: **K Clark**

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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:

We provide a **nurturing** and **enriching** learning experience, within a safe, Christian environment, where everyone can **flourish**. We will empower all members of the school community to develop their own **creativity**, explore with **courage** and show **compassion** and **respect** to all. Together we will ensure all have the opportunity to **let their light shine**.

“Let your light shine before others so that they see your good deeds and give glory to God in Heaven.”Matthew 5:16

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 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.

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><i>Our school offers a curriculum which is accessible for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Bespoke packages in place for those who need it.</i></p> | Use Pupil Progress Meetings three times per year to track progress of disabled pupils and plan interventions where needed. | Interventions in light of information for each child | Class teachers/SENCo | Nov, March and June each year | Disabled pupils make good progress and tell us they are well supported. |

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|--|--|-------------------------------------|---|---|-------------------------|--|
| <p>Improve and maintain access to the physical environment</p> | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Flat floors – no stairs</i> • <i>Single storey</i> • <i>Corridor width</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> | <p>Create disabled parking bays</p> | <p>Bays are painted when front car park is re-painted.</p> | <p>WHF premises</p> | <p>When funds allow</p> | <p>Parking bays are in place and appropriately used.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p><i>Our school will use a range of communication methods to ensure information is accessible if needed. This may include:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Radio aids</i> • <i>Pictorial or symbolic representations</i> | <p>Support our disabled pupils.</p> | <p>Pupils with sensory disabilities (hearing impairment) are well supported to access the curriculum.</p> <p>Pupils with physical disabilities (mobility) are well supported to access the curriculum.</p> <p>Pupils with visual impairment are well supported across the curriculum.</p> | <p>Class Teachers in liaison with SENCO</p> | <p>ongoing</p> | <p>Disabled pupils make good progress.</p> |

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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|---|---|---------------------------|-----------------------------|
| Number of storeys | 1 – we have no stairs that will inhibit access to the school building | None required | N/A | N/A |
| Corridor access | All corridors are easily accessible and wide enough for wheelchair access if required. They are all on one level | None required | N/A | N/A |
| Lifts | N/A | N/A | N/A | N/A |
| Parking bays | We currently don't have disabled bays marked out in the car park but we don't have any staff or pupils requiring this. | Estates team to mark out disabled bays if and when required | Mike Davis – site manager | If needed |
| Entrances | All entrances on are one level and doors can be opened using double doors to gain entrance to most areas of the school if required. | Non required | N/A | N/A |

| | | | | |
|-------------------------|--|---------------|-----|-----|
| Ramps | The school does not have any ramps to access the school as all on one level | N/A | N/A | N/A |
| Toilets | All toilets are on the ground floor. We have 3 disabled toilets if needed. 2 in the main school building and one in the hall. | None required | N/A | N/A |
| Reception area | Our Reception area is easily accessible all on one level. | None required | N/A | N/A |
| Internal signage | Internal signage is clear and emergency lighting will be used in the event of a power outage | None required | N/A | N/A |
| Emergency escape routes | Due to the school being on one floor we have no need for alternative emergency route plans. All classrooms have at least 2 exits all accessible. Emergency escape routes are clearly identified by pictorial, lit signage. | None required | N/A | N/A |