



Accessibility plan 2020-2023



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. An important part of our Ethical Code is 'care, fairness and respect' and 'no barriers to learning'. This is integral to this policy.

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.

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.

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	Strategies to meet aim	Timeframe	Success criteria	Lead
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • All children access EYFS or National Curriculum • Our school offers a differentiated curriculum for all pupils • Effective support is in place for pupils with additional needs • Regular reviews of data and progress are planned and this process supports adaptation of provision • We use resources tailored to the needs of pupils who require support to access the curriculum, eg coloured overlays/exercise books/paper • Curriculum resources reflect diversity • Curriculum progress is tracked for all pupils, including those with a disability • Appropriate age/stage and needs Targets are set for pupils • The curriculum is reviewed annually • Parent/pupil voice regarding additional needs feeds into reviews • Children access a range of extra-curricular provision and information is shared regarding pupil needs 	<p>Review and purchase further resources as needed linked to individual needs</p> <p>Support for staff via SENCO/support services</p> <p>Teachers to consider the impact of colour and font when using presentations.</p> <p>Review access to clubs including any support required by external providers</p> <p>Promote positive view of disability via PSHE/assemblies</p>	<p>On-going</p>	<p>Children have access to appropriate resources as needed.</p> <p>Teachers have access to support and resources.</p> <p>All pupil continue to access extra-curricular provision</p> <p>Positive images of disability are promoted</p>	<p>Teachers SENCO Support Staff</p>
<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 at exit/entrance • Corridor width • Disabled parking bays 	<p>Individual support provided to children or adults as required e.g. help to reach library shelves or support for children</p>	<p>On-going</p>	<p>Children, parents and visiting members of the community are able to access the physical</p>	<p>All staff</p>

	<ul style="list-style-type: none"> • Disabled toilets • Library shelves at wheelchair-accessible height 	<p>sensitive to noise in the lunch hall, or carers with an assistant dog can drop children at the reception door.</p> <p>Risk assessments written for individual children as required</p>		environment effectively.	
	<ul style="list-style-type: none"> • Induction processes are rigorous 	<p>Undertake an audit of all existing staff inviting any staff who consider that they have become disabled since appointment to submit a self-classification form. Ensure that staff are asked to consider self-classification at the point of induction</p>	On-going	100% compliance with procedure	SLT
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Information from the school is available via a range of formats, including emails, dojo message system, letters, website and phone calls as well as face to face informal and formal meetings. The school has an open door policy so questions can be answered easily and effectively 	<p>A photo board in reception is available to identify staff/roles at school.</p> <p>Letters sent out by email available in printed format in the reception area.</p>	On-going	<p>Children, parents and visiting members of the community are able to access information about the school effectively</p>	All staff members

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.

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