



*Children and adults are at the heart of our school;
our school is at the heart of our community.*

Accessibility Plan

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 is 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 and in particular we work with our Local Authority.

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, including staff, governors, pupils and parents.

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 in 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.

3. Action plan

Delivering the curriculum

Targets	Tasks	Timescale	Responsible staff	Success criteria
Information about pupils to be accessible	Ensure that all staff have a good knowledge and understanding of the needs of the pupils in their	On going each September – and as pupils arrive during year.	Class teachers, Inclusion teacher Head teacher	Staff have access to all relevant information and understand the needs of the individual pupils in

	care.			their care.
Remove barriers within subjects	Identify where barriers exist and ensure that medium term plans identify necessary actions.	On going – beginning of each ½ term or new subject/topic.	All teaching staff and TA's where allocated to individual pupils.	All pupils have access to all subject areas at a level appropriate to their needs
Use ICT software and hardware to support learning	Make sure software installed where needed	On going	Inclusion teacher, Headteacher	Wider use of SEN resources in classrooms
Up to date pupil support plans/IEP's	All pupils with an identified disability to have their support reviewed by the Inclusion teacher and class teacher	Termly and as need arises	Teaching staff, Inclusion teacher	Review of IEPs undertaken and targets available for staff and parents
To maintain effective links with external agencies	Continue to develop links with all external agencies to ensure that full support is identified and available.	On going	Inclusion teacher Head teacher	Increased awareness of support available and implementation of this support where required.
Increase confidence of all staff in differentiating the curriculum and for supporting children with SEND	Staff training on meeting the needs of children with disabilities Training provided for staff working with hearing impaired child	On Going – as needs arise	Inclusion teacher Head teacher	Staff feel confident in meeting the needs of individual pupils and asking for support where required.
Review provision within PE	Ensure that Identified pupils are supported or provided with alternative activities that ensure they are fully accessing the curriculum.	On going – provision made within half termly planning	Class teachers and PE co-ordinator.	All pupils access the PE curriculum at their own level and staff feel confident planning for this.
Ensure educational visits and journeys are available to all pupils	Ensure that pupils with additional needs are identified within the risk assessment for educational visits and that adults are appropriately allocated to fulfil their needs.	All Educational visits.	Class teachers Educational visits and journeys leader. Inclusion teacher	Procedures in place to ensure accessibility issues are considered and catered for.

School design to meet the needs of all pupils

Targets	Tasks	Timescale	Responsible staff	Success criteria
Steps	Identify all steps around school and assess their suitability and accessibility for all pupils.	Reviewed annually by site agent	Headteacher Site agent	Improved access for all, through class doors where there are small steps.
Painting/decor	Where this is undertaken, consideration will be given to visually impaired pupils when choosing colour.	On going as needs arise	Headteacher Site agent	Contrasting colours will provide improved demarcation of doors/walls.
Evacuation procedures	Review of evacuation procedures	Specific requests as new pupils join the school	Headteacher Health and safety officer Inclusion teacher Class teacher	All pupils safely evacuated from building
Appropriate furniture	Pupils provided with appropriate furniture where necessary as outlined within their statements of educational needs.	Ongoing as necessary	SENCO/Inclusion teacher Head teacher	Pupils needs met
Non visual guides	Non visual guides provided as needed – such as Braille signage	As needed	SENCO/Inclusion teacher Headteacher Site agent	Pupils needs met
Wheel chair accessibility	Pupils able to access all areas of the school.	On going – as a child joins the school	Headteacher Site agent Class teacher TA/ Support staff	Any child joining the school will have access to all areas of the school.

Access to written information

Targets	Tasks	Timescale	Responsible staff	Success criteria
Signage	Review of signage around the school to ensure that it is clear and easily accessible to all.	On going	Head teacher Site agent Inclusion teacher	All signage is clear and new signs in place where there need is identified
Enlarged print and Braille	Where necessary pupils will have	On going	Class teacher	Pupils with visual impairment able

material	access to enlarged print and Braille material. This will include all test papers and reading books alongside class materials.		Inclusion teacher Head teacher Visual impairment team	to access all reading material at their own level.
Access to laptops/ICT	Where needed pupils who have difficulty writing will have access to ICT/ Laptop to record their work.	On going as need arises	Class teacher ICT co-ordinator	Pupils are able to record their work in a way that is most suitable for their needs.

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 SDP Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- 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.

Date Implemented: November 2023

Review Date: Autumn 2026