



# Accessibility Policy

<b>Approved by:</b>	The LGB		
<b>Responsible department:</b>	Leadership team		
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## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Increase the extent to which disabled pupils can participate in the curriculum

Our school's aims broadly cover the two following areas:

- To constantly strive to improve the physical environment of the school, to enable easy accessibility for pupils, staff, parents and other visitors.
- To facilitate and improve the extent to which disabled pupils can participate in the curriculum and other areas of school life.
- We aim to treat all its pupils fairly and with respect, by providing access and opportunities for all without discrimination of any kind and by developing a culture of awareness and inclusion.

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, 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 pupils, parents, staff and governors of the school.*

## **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.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current practice	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<ol style="list-style-type: none"> <li>1. We offer a differentiated curriculum for all pupils, including the provision of tailor-made resources, as required.</li> <li>2. Targets are set for all pupils.</li> <li>3. Progress is tracked for all pupils.</li> <li>4. SEND reviews help termly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Large print texts as required.</li> <li>2. Pictorial representations made available as required.</li> <li>3. Information provided orally and repeated, with a verbal reminder.</li> <li>4. TA support deployed as required.</li> <li>5. Consideration given when deciding seating arrangements.</li> <li>6. The curriculum is to be reviewed at least every two years to ensure it meets the needs of all pupils.</li> </ol>	<p>Headteacher Class teachers</p>	<p>Ongoing  Reviews completed termly.</p>	<p>Disabled pupils achieving in line with their developmental stage. Disabled pupils included in all educational activities and making progress appropriate to their developmental stage.</p>
<p>Make reasonable adjustments to information available to pupils, staff, parents and visitors</p>	<p>Information is shared via handouts, newsletters, letters, phone calls, home-school books, texts, school ping, PTFA noticeboard.</p>	<ol style="list-style-type: none"> <li>1. A dyslexia friendly printing to be available, i.e., fonts and colours.</li> <li>2. Technical educational language/terminology to be kept to a minimum.</li> <li>3. Pupil voice interviews to be held regularly.</li> </ol>	<p>Headteacher SENDCo Class teachers Administrator</p>	<p>Ongoing</p>	<p>All pupils, staff, parents and visitors to be given information in a form they can easily access. Any requests to adapt accessibility of information to be accommodated.</p>

<p>Improve the physical environment, adding specialist facilities as necessary and making reasonable adjustments to ensure access needs for all are met</p>	<p>We provide an all-inclusive environment where people of all abilities are valued and welcome. At present there is a disabled toilet with changing bed, ramped access into all areas of school and wide enough corridors and doors to enable mobility.</p>	<ol style="list-style-type: none"> <li>1. Install corrugated paving if and where appropriate.</li> <li>2. Paint yellow stripes onto the steps and pavement edges.</li> <li>3. Review all needs immediately if a new pupil with a disability joins the school.</li> <li>4. Remove clutter from the entrance way and corridors around school.</li> <li>5. If required, fit electro-magnetic door locks and provide a more accessible parking space for disabled staff/pupils/visitors.</li> </ol>	<p>Headteacher SEND leader SLT Caretaker</p>		<p>Corrugated paving installed. Yellow strip step edges installed. New children's needs catered for immediately. Corridors and entrance ways remain clutter free and accessible.</p>
<p>Ensure safe evacuation of any disabled child or adult, in case of emergency</p>	<p>Plans are in place for safe evacuation of vulnerable children.</p>	<p>Provide a responsible adult for 1:1 help in the case of an emergency, covering both pupils and adults</p>	<p>Headteacher Responsible adults</p>		<p>All disabled staff and pupils will be safely evacuated in an emergency situation.</p>
<p>Provide easy access to all school clubs with arrangements being made in terms of equipment and staffing</p>	<p>All clubs are available to children of all abilities.  Care plans in plan for each pupil</p>	<p>Support and advice to be requested from physical and medical teams as required, especially for PE Care plans adapted when necessary</p>	<p>SEND lead Club lead</p>		<p>Children with disabilities able to attend any club in which they wish to take part</p>
<p>Provide ongoing training for staff and pupils on matters of disability discrimination</p>	<p>School promotes positive attitudes towards the disabled through assemblies, PSHE lessons and general philosophy</p>	<p>All staff and governors to complete Educare Equality and Diversity course to raise awareness and understanding. Staff and governors to read the Equality Act 2010 Summary for schools</p>	<p>All staff All governors</p>		<p>All staff will be aware of disability discrimination legislation</p>

**Appendix 1: Accessibility audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2; Upstairs – level, accessed through 3 doors Downstairs – level, accessed through 2 doors			
Corridor access	All wide enough for an adult-sized wheelchair when used outside of main movement times.			
Parking bays	1 disabled parking bay in car park.			
Entrances	Main entrance accessible out of busy times.			
Ramps	One into playground One into main entrance One into EYU			
Toilets	Disabled toilet in entrance corridor			
Emergency escape routes	Suitable but main entrance / reception area could be less 'busy'			