

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.

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, staff, parents and governors.

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.

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
Increase access to the curriculum for pupils with a disability	<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 school has full dyslexia friendly status 	<p>To regularly audit that the good practice is followed.</p> <p>To ensure that the needs of individuals are assessed on a case by case basis.</p> <p>To ensure enrichment activities are accessible to pupils with Disabilities.</p>	<p>Staff to liaise with professionals where specific guidance and support is needed.</p> <p>SENDCo to evaluate classroom practice regularly to ensure the needs of those with disabilities are being met.</p> <p>External providers to be informed if a pupil with disabilities is joining a specific club.</p>	<p>All staff</p> <p>SENDCo</p> <p>CP/ Club leaders</p>	<p>Ongoing during the academic year.</p> <p>Annual reminders to staff</p>	<ul style="list-style-type: none"> Differentiated curriculum Tailored resources that support access to the curriculum for children who need it. People with disabilities examples used in the curriculum All children tracked All children have effective targets Curriculum reviewed that checks that it Advice from professionals is reflected in practice
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps/lift Corridor width Disabled parking bays Disabled toilets and changing facilities including electronic changing table Reception window at an accessible height 	<p>To ensure that access equipment is serviced annually and remains in good condition.</p> <p>To ensure that corridors are kept clear of obstruction.</p> <p>To ensure that changing facilities are relevant to the age range and appropriate to the needs of the child.</p> <p>To ensure that a disabled parking bay is identified at the front of school.</p>	<p>Servicing to be scheduled annually or sooner should it be required.</p> <p>Evaluation of individual needs to be made as and when they change.</p> <p>Identify the most appropriate place for the disabled bay and arrange line painting.</p>	<p>CP</p> <p>ZC</p> <p>J .Burdett/ ZC/CP</p>	<p>Annual</p> <p>As needed</p> <p>July 2020</p>	<p>Needs of pupils are met in terms of their environment</p>
Improve the delivery of information to pupils with a disability	<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 Monitor to reproduce whiteboard Magnifiers Pictorial or symbolic representations 	<p>To regularly audit that the good practice is followed and make adaptations are required</p>	<p>Individual cases too be assessed as needs arise and adaptations to be made which reflect them.</p> <p>Translators to be used to support parents with limited English.</p>	<p>SLT</p>	<p>Ongoing during the academic year.</p> <p>Annual reminders to staff</p> <p>Reviews with outside agencies if required</p>	<p>Children with disabilities can access the curriculum</p> <p>Families and pupils with limited English have equal opportunity to receive and understand information.</p>

It will be adopted 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

Appendix 1: Audit

Feature	Description	Actions to be taken	Person responsible	Completion date
Number of storeys	Split level site	<i>Ensure life is well serviced and in use.</i>	CP	Annually
Corridor access	Lockers now fitted	<i>Ensure that locker doors are closed.</i> <i>Check width of corridor guidance of any newly installed lockers.</i>	ZC/JB/CP	As needed
Parking bays	No disabled parking currently marked on site although individual guidance given to those who need it.	Ensure that a parking bay is identified as disabled and clearly marked.	CP/ZC	July 2020
Entrances	All entrances both at the front and back of school are accessible.	Monitor to ensure no obstructions arise. Continue to monitor the condition of surfaces.	ZC/CP/Site staff	Ongoing
Ramps				
Toilets	Disabled toilet is accessed easily from the front door and is always clear of obstruction. Electric changing table is in place.	Ensure annual servicing programme is completed.	CP	Dec 2020, 2021 and ongoing
Reception area	Window is accessible, entrance via ramp from front of school where disabled parkers are advised to park.	Ensure the area remains obstruction free.	CP/ All staff	Ongoing