



## Accessibility Plan

### **RATIONALE**

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 details an inclusive curriculum and a strong team where everyone feels valued, supported and safe.

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.

### **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.

### **Monitoring**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

Created: September 2023

Approved by: LGB

Next review date: July 2026

## Action Plan

Aim	Current good practice	Objectives <i>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	Our school offers a differentiated curriculum for all pupils.			Headteacher / Deputy Headteacher (DHT) has overview of class teacher provision.  SENDCO / Class Teacher	Ongoing	
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To ensure resources in classrooms, PE and cooking are at accessible height. Good lighting / seating takes into account individual needs. Additional resources (e.g. writing slope / pen grips provided where needed).	Consult with experts when necessary.		Ongoing	
	Curriculum resources include examples of people with disabilities.	Review	Review and purchase / borrow as necessary	Class Teacher / SENDCO / DHT	As often as possible	
	Curriculum progress is tracked for all pupils, including those with a disability.	To be sure that progress is reviewed three times per year.	Data collected for all children <ul style="list-style-type: none"> <li>• IEP (short)</li> <li>• Provision maps (medium)</li> <li>• EHCP ( long)</li> </ul>		Termly review dates	

	Targets are set effectively and are appropriate for pupils with additional needs.	KS2 target based on KS1 outcomes individually (long term)		Class Teacher / SENDCO		
	The curriculum is reviewed to ensure it meets the needs of all pupils.	To ensure curriculum is up to date and relevant	Regular staff meeting and Leadership time	Subject leaders / TLR for curriculum / DHT / HT	July 2024	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of users as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets (KS2) and changing facilities</li> </ul>	To facilitate easy access for staff/pupils/visitors with disabilities	Maintain up to date Accessibility Action Plan and make improvements when affordable	HT / Governors / SBM	When funding available or need arises (e.g. pupil / staff in wheelchair)	All parts of school accessible
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"> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> </ul>	<p>To allow partially sighted pupils / staff etc. access</p> <p>To assist people with hearing difficulties</p>	<p>Enlarge classroom resources in line with recommendations.</p> <p>Consult RNIB library.</p> <p>Research / purchase resources</p>	Class Teacher / Support Staff	<p>When the need arises</p> <p>When the need arises</p>	

	<ul style="list-style-type: none"><li>• Pictorial or symbolic representations</li></ul>	<p>To ensure children feel secure and understand routine at all times.</p> <p>Use of PECS + Makaton where appropriate</p>	<p>Create visual timetables as necessary</p>	<p>SBM (for staff) / SENDCO (for pupils)</p> <p>Class Teacher and Support Staff</p>		
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## Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Target date
Number of storeys	2 (all classrooms downstairs; some offices / group work rooms upstairs)	None required	N/A	N/A
Corridor access	Narrow in places	Declutter the communal spaces to make accessibility as easy as possible	All staff	End of Term 2
Lifts	0	Re-assess if a member of staff / new member of staff has mobility issues	SBM / Headteacher / Governors	When required
Parking bays	2 disabled bays provided	Parents/carers of children with mobility issues provided access to car park when required	SBM / Headteacher / Governors	Ongoing
Entrances	Reception/main office; KS1 classes have year group entrances; KS2 classes have own entrance, all accessible by wheelchair	None required	N/A	N/A
Ramps	All entrances are wheelchair accessible	None required	N/A	N/A
Toilets	No disabled toilets (staff or pupils) in original part of school	Investigate adaptations required to make first staff toilet wheelchair accessible and modifications required to the toilet facilities.	SBM / Headteacher / Governors	When spare funding available or required by necessity (whichever is sooner)
Reception area	Front door opens outwards / very heavy	Replace with automatic door	SBM / Headteacher / Governors	When budget allows
Internal signage	Emergency signage (fire action notices etc.) at low level.	None required	N/A	N/A
Emergency escape routes	All exits (except hall) accessible by wheelchair. User exiting from hall may need help to get over the low step.	Investigate adaptations required to make exit from hall wheelchair accessible.	SBM / Headteacher / Governors	When spare funding available or required by necessity (whichever is sooner)

Emergency evacuation	Drills take place three times per year. Children/adults with mobility/sensory issues have a nominated adult to help them exit	Review / update evacuation plans annually for people who require assistance to exit.	SBM / Headteacher	September annually
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