



# **Accessibility Plan**

December 2022 – December 2025

# Accessibility Plan

## 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

As an inclusive school, we respect and value the diversity of the community we serve. We aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to

- raising the attainment of all our pupils with due regard to their individual, social and personal circumstances
- challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society
- ensuring staff are trained in equality issues. New staff receive training on equality as part of their induction, including understanding disability issues and all staff have support and guidance to carry out their roles with due regard to the Equality Act.

This plan will be made available online on the school website, and paper copies are available upon request.

## 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.

## Monitoring arrangements

This document will be reviewed and approved by the Headteacher and the Governing Body at least every 3 years.

## This policy should be read in conjunction with the following documents:

- Equality Policy
- Equality Statement
- SEND Policy
- SEND Information Report
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Behaviour Policy

## 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	TIMESCALE	PERSON RESPONSIBLE
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Staff receive training to recognise and provide scaffolds and adjustments that pupils need, such as visual supports and movement breaks</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	To reduce background noise for pupils with a hearing impairment	Review noise from heaters in classrooms in main building and school hall.	2022 - 2023	Premises Manager
		To ensure pupils with disabilities are fully involved at playtimes	Buddy system in place if required	2022 - 2023	SENCo
		To ensure curriculum resources include examples of people with disabilities	Learning walk Resources audit	2022 - 2023	SENCo
		To ensure the needs of pupils with dyslexia are being met in the classroom	Dyslexia Friendly learning walk to identify improvements for dyslexia friendly classrooms	2023 - 2024	SENCo
		To ensure children with disabilities access lunchtime and after-school clubs	Audit current take-up. Check potential providers of clubs have the expertise and resources to cater for all pupils needs. Ensure information captures the interests of children including those with disabilities	2023 - 2024	SENCo
		Improve provision for pupils with hearing and visual impairments as necessary	Install sound systems in classrooms and hall as funding available Research cost of installing Hearing Induction Loop system in case required in future.	2024 - 2025	Premises Manager

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE	PERSON RESPONSIBLE
			Seek advice from LEA sensory support service on appropriate colour and tactile non-visual signage when refurbishing areas in school		
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Provision of a disabled parking space</li> <li>• Permanent ramped access to the main reception and KS1 vestibule</li> <li>• Availability of a temporary ramp to access classroom doors and KS2 vestibule</li> <li>• Easy access to new reception classroom building conforming to current building standards and new mobile classrooms (Treetops and KS1 classrooms)</li> <li>• Provision of disabled toilet in main building and all outbuildings</li> <li>• Ensuring children and staff understand the need to keep corridors and walkways clear of obstacles</li> </ul>	To improve the safety of the school environment for pupils, parents and visitors	Mark with white paint the edges of all steps leading to/from playgrounds and boundary edges	2022 - 2023	Premises Manager
			Fire exits from Treetops and mobile classrooms to have step free exit	2024 - 2025	
		To ensure the environment is adapted to the needs of pupils as required	Locate education resources at appropriate height in classroom, changing heights and location if necessary	2023 - 2024	SENCo

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE	PERSON RESPONSIBLE
<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"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To improve quality of information to visually impaired pupils, parents and visitors</p>	<p>Availability of written material in alternative formats</p> <p>School makes itself aware of the services available through its LEA for converting written information into alternative formats</p> <p>To ensure that signs which direct or inform on the school premises are written in contrasting colours and large print.</p>	<p>2023 - 2024</p>	<p>SENCo Premises Manager</p>
		<p>To provide access to computer technology for pupils with specific needs or disabilities</p>	<p>Purchase and use software which supports wider access to the curriculum for pupils with special needs and/or disabilities</p> <p>Staff training to use software.</p>	<p>2024 - 2025</p>	<p>SENCo Premises Manager</p>

