Accessibility Plan

Approved by:	Danielle Perryman	**Date:** 9.9.24
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Contents

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, the complaints 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 and staff.

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 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 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.

		1. ACCESS TO THE CURRICULUM				
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	• 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 curriculum is reviewed to ensure it meets the needs of all pupils	All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	SLT	Ongoing	All pupils are able to access all school trips and take part in a range of activities
		Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Head of PE SLT	Annually	All pupils have access to PE and can excel, for example via support from an adult
		Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff who run out of school clubs, and people running other clubs after school.	SLT TA/HLTA team	Ongoing	Disabled children feel able to participate equally in out of school activities
		Ensure all staff have specific training on disability issues	Identify training needs at regular meetings	SLT Therapy Team	Ongoing	Raised confidence of all staff

	2. ACCESS TO THE PHYSICAL ENVIRONMENT					
AIM	**CURRENT GOOD PRACTICE**	**OBJECTIVES**	**ACTIONS TO BE TAKEN**	**PERSON RESPONSIBLE**	**DATE TO COMPLETE ACTIONS BY**	**SUCCESS CRITERIA**
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	To be aware of the access needs of disabled children, staff, visitors and parents/ carers	Ensure the school staff are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process. Ensure staff and visitors can access areas of school used for meetings. Annual reminders to parents and carers through to let us know if they have problems with access to areas of school. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult)	SLT	As required	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & visitors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school. PEEPs are prepared and reviewed as individual needs change

		Maintain safety for visually impaired people	becomes physically impaired			
		Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges. Check exterior lighting is working on a regular basis. Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate Check flashing beacons that signal fire alarm activation regularly	SLT	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
		Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear	All Staff	Daily	All disabled personnel and pupils have safe exits from school

3. DELIVERY OF INFORMATION						
AIM	**CURRENT GOOD PRACTICE**	**OBJECTIVES**	**ACTIONS TO BE TAKEN**	**PERSON RESPONSIBLE**	**DATE TO COMPLETE ACTIONS BY**	**SUCCESS CRITERIA**
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Use of large print Simplified or moderate language or diagrams Audio Orally Differentiation of work In various formats – work sheets, notices, etc By email.	Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office/Keyworkers will support and help parents to access information and complete school forms	School Admin	Ongoing	All parents receive information in a form that they can access.
		Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	All staff	As required	Excellent communication. On-going appropriate use of resources
		Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SLT	On going	Staff produce their own information
		Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	SLT	As and when required	Pupils and/or parents feel supported and included

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 the headteacher.

5. Links with other policies

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

> Risk assessment policy.

> Health and safety policy

> Single Equality and Community Cohesion Policy

> Special educational needs (SEN) information report

> Supporting pupils with medical conditions policy