



Accessibility Plan December 2021-December 2024

Purpose of plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils and stakeholders with a disability can take full advantage of their education and associated opportunities. Our school aims to treat all its pupils fairly and with respect. This involves providing access opportunities for all pupils without discrimination of any kind.

Definition of disability

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.

Key Aims

To increase and eventually ensure for pupils and stakeholders with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.



Principles

Compliance with the Equality Act is consistent with our setting's aims, our equality objectives and SEN information report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

In performing their duties governors have regard to the Equality Act 2010

- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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

Financial planning and control

The Head Teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.



Complaints

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.

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 Resources and Finance Committee.

Access to the physical environment					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Priority H M L	Time Frame	Notes
Accessible car parking There is no statutory requirement under the <i>Equality Act 2010</i> to make provision for a certain number of disabled parking spaces. However, there should be some means of policing the spaces/ensuring that non-disabled users are challenged if they park in them.	<ul style="list-style-type: none"> Monitor if there are enough accessible spaces. Clear procedure for allocating and policing spaces. 	Premises Manager	L	Feb 22	
Improve access around school and office areas	<ul style="list-style-type: none"> Some classroom doors are too narrow for wheelchair access. This is to be considered at every point in the future when improvements are being made eg when classroom screens are replaced ensure new door gives appropriate access. 	Premises Manager / Resources and Finance Committee	L	As Arises	



	<ul style="list-style-type: none"> • Slight height difference between ramps and entrances in the new build - investigate if this can be reduced • Rise from disabled bays to path - investigate if this can be reduced • Investigate practicalities and cost of installing an induction loop at the office • Staffrooms are not designed for disabled users. Improved accessibility should be considered when next improvements are made • Trim shelf unit by office window as it obstructs movement when doors are open 		L	July 22	
			L	July 22	
			M	Sept 22	
			L	As Arises	
			H	May 22	
Improve access via the main entrance	<ul style="list-style-type: none"> • Investigate the options for and cost of remodelling the entrance and installing automatic doors 	Premises Manager / Resources and Finance Committee	M	Sept 22	
Improve accessible toilet/changing facilities	<ul style="list-style-type: none"> • Review options for changing stations • Investigate what other schools provide for Y5/6 pupils with a view to purchasing specialist equipment • Remove disabled sign from office toilet and direct users to a more accessible toilet 	Premises Manager/ SENDCO	M	Dec 22	Remove station in girls' toilet
			L	Feb 22	
Maintenance of access to the physical environment	<ul style="list-style-type: none"> • Maintenance schedule for highlighted markings on steps, pathways remain clear and level. • Ensure flooring space and furniture layout are made with consideration for disabled pupils • Regular reminders regarding trip hazards eg fallen coats. 	Premises manager	Ongoing	As required	



Access to the curriculum					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Priority H M L	Time Frame	Notes
Adaptation to the curriculum to meet the needs of individual learners	<ul style="list-style-type: none"> • Staff training for differentiation • Monitoring of and support(as required) with differentiation 	SENDCO	Ongoing	As required	
All school trips and visits (including residential) are planned to ensure reasonable adjustments are made	<ul style="list-style-type: none"> • Risk assessments to include strategies for accessibility including plans for individual SEN / medical needs. • Discuss individual accessibility needs with venues/providers 	Head Teacher Inclusion Lead/ SENDCO	Ongoing	As required	
Support staff have specific training on inclusive learning aids and have improved knowledge of appropriate resources for pupils	<ul style="list-style-type: none"> • Training is regularly timetabled to TA training schedule 	SENDCO	M	At least annually	
Support staff have specific training on intervention	<ul style="list-style-type: none"> • Training is regularly timetabled to TA training schedule 	SENDCO	M	At least annually	
Availability of written materials in alternative formats so pupils have access to the same curriculum information as their peers	<p>Understand the needs of pupils and ensure information is available in relevant formats</p> <ul style="list-style-type: none"> ○ Large print ○ Braille ○ Pictorial/symbolic representations 	SENDCO	Ongoing	As required	



Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Priority H M L	Time Frame	Notes
Ensure support staff (including MDS) have specific training on SEND/disability issues and have improved knowledge of how to support children with a SEND/disability	Training is regularly timetabled to support staff training schedule	SENDCO/Inclusion Lead/ Pastoral Lead	M	At least annually	
All staff have specific training on SEND/disability issues and have improved knowledge of how to support children with a SEND/disability in class and wider opportunities	Training is regularly timetabled to staff meeting schedule	SENDCO/Inclusion Lead/ Pastoral Lead	M	At least annually	



Access to information advice and guidance					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Priority H M L	Time Frame	Notes
Availability of written materials in alternative formats	Key whole school information & newsletters published on Dojo School Story. Key information published on the school website. Paper copies available on request.	Head Teacher /Office	Ongoing	As required	
Languages other than English to be visible around school to improve access and understanding	Ensure key information in the office area and around school	EAL lead	M	Sept 22	
Website is fully accessible for all users	Review, research and improve accessibility features on the website	ICT technician/ Inclusion Lead	L	Sept 23	