

Revised by School	May 2022
Responsible Person	School Business Manager
Ratified by GB	May 2022
Next Review	May 2025

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

The school is committed to providing an aspirational and inclusive community school where all children are continually inspired, enjoy learning, thrive and achieve success. 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. We aim to achieve this by:

- Ensuring equal access to a broad and balance curriculum where children with SEND take as full a part as possible in school activities
- Ensuring the school is accessible to all and matching the learning environment to suit individual children’s needs
- Everyone being valued as a member of the school inclusive community and as an individual

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.

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.

Priority	Actions to be taken	Person responsible	Cost	Date to complete actions by	Success criteria	Evaluation (RAG rating)
1. Improving access to the physical environment						
1.1 Address disabled car parking accessibility and access through the school's main gates (from Accessibility Audit).	<ul style="list-style-type: none"> Implement recommendations from audit for disabled car parking spaces: <ul style="list-style-type: none"> Update the hash lines to ensure they match current code (refer to appendix 1.a.); Move disabled spaces so they are closest spaces to the main office entrance and drop kerb. 	Premises Manager	£100	Summer 2023	Disabled car parking spaces are not obstructed and easily accessible.	
	<ul style="list-style-type: none"> Put up a sign on the school's entrance gate with contact information for assistance to access through the school gate. 	Premises Manager	£0	Summer 2022	Disabled visitors know who to contact if they require assistance.	
	<ul style="list-style-type: none"> Installation of an electronic mechanical gate system with access control through the school's main gates. 	Business Manager	£15000	Summer 2023	Disabled staff, families or visitors can independently access the school through the main gates.	

	<ul style="list-style-type: none"> Address key points where kerbs are a trip hazard for those with visual impairments. Highlight kerbs with yellow hazard paint. 	Premises Manager	£50	Autumn 2022	Kerbs are clearly identified as trip hazards.	
1.2 Improve access into the building from outside.	<ul style="list-style-type: none"> Improve signs outside of the building for main office entrance and access through the gate to include a phone number to call for assistance. 	Business Manager	£100	Autumn 2022	There is clear signage of the main office entrance and who to contact if assistance is required.	
	<ul style="list-style-type: none"> Ensure all classrooms have wheelchair access or adjustments to make them wheelchair accessible (for example, use of a ramp). Staff to ensure entrances are clear at all times with no obstacles blocking doorways or the space around the entrance. 	Classroom staff	£0	Ongoing	All classrooms are accessible for wheelchair users.	
	<ul style="list-style-type: none"> For any building work being completed, address recommendations from Accessibility Audit. This would include widening the doors to meet wheelchair specifications. 	Business Manager	Various costs	Ongoing	Improvements to the school building meet wheelchair specifications. Any new building elements will be in line with accessibility plan.	
	<ul style="list-style-type: none"> Purchase a second ramp so that a ramp is always available for any visitors in wheelchairs or pupils around the school. 	Business Manager	£140	Autumn 2022	A spare ramp can be used for visitors or around the school as a reasonable adjustment.	

1.3 Improve access around the school	<ul style="list-style-type: none"> Ensure corridors are clear and encourage pupils to close locker doors to ease access and limit risks. 	School staff	£0	Ongoing	Corridors are accessible for wheelchair use.	
	<ul style="list-style-type: none"> When planning, designing or remodelling parts of the building consider doorways for wheelchair access. This would include widening doors to meet wheelchair specifications. 	Business Manager	Various costs	Ongoing	Wheelchair users will be independent when moving around the school.	
	<ul style="list-style-type: none"> Make adaptations for visitors or staff to assist accessing the staffroom. 	Business Manager	£0	Ongoing	Staff and visitors can access the staffroom or assisted to access staffroom resources.	
	<ul style="list-style-type: none"> Ensure library and classroom layouts are planned out carefully to maximise independence. 	Teaching staff	£0	Ongoing	The library and classrooms are accessible to move around independently.	
	<ul style="list-style-type: none"> Consider painting door frames in a contrasting colour to stand out preferably with matt paint (green/blue/purple). 	Premises Manager	£100	2022-2023	Doors are easily identified for those with a visual impairment.	
1.4 Improve access of the playground and outside facilities	<ul style="list-style-type: none"> Maintain playground areas to ensure hazards are addressed and easy access for all. Improve the outside areas that are inclusive to all (for example, resurfacing). 	Business Manager	£10000	2022-2023	Hazards are addressed on the playground and the outside areas are easily accessible for all.	

	<ul style="list-style-type: none"> Construct a raised bed at various levels into the allotment area. 	Business Manager	£100	Summer 2022	The allotment is accessible for wheelchair users.	
	<ul style="list-style-type: none"> Manhole covers/drains should be highlighted with yellow paint. Highlight any sporting posts (basketball posts) with yellow tape at head height and 20cm above and below. 	Premises Manager	£100	2022-2023	Hazards are identified for those with a visual impairment.	
1.5 Make reasonable adjustments to improve access for individuals	<ul style="list-style-type: none"> Liaise with outside agencies (including Sensory Support Team) to address environmental accessibility of the school building. 	SENDCo	£0	Ongoing	Improve access for specific individuals.	
	<ul style="list-style-type: none"> Implement actions from Environmental Audit. 	SENDCo	Various	2022-2023	Improve the accessibility for those with visual impairments.	
	<ul style="list-style-type: none"> Complete an Accessibility Audit internally. 	SENDCo	£0	2022-2023	Identify specific recommendations relating to the accessibility of the whole school.	
	<ul style="list-style-type: none"> Complete an Accessibility Audit externally. 	Business Manager	£1000	2025-2026	Identify specific recommendations relating to the accessibility of the whole school.	
1.6	<ul style="list-style-type: none"> Address emergency lighting in Key Stage Two corridor. 	Business Manager	£10000	2022-2023	In the event of an emergency, everyone can follow	

Improve emergency systems to be inclusive for all					the emergency procedures correctly.	
	<ul style="list-style-type: none"> Liaise with services regarding emergency systems (fire alarm and intruder alarm) so that they have visual alarms for those with hearing impairments. 	Business Manager	£0	Summer 2022	Those with a hearing impairment will follow the emergency procedures correctly.	
	<ul style="list-style-type: none"> Review Personal Evacuation Emergency Plans (PEEP) are up-to-date every year. Address systems for outlining PEEPs for staff and visitors. 	SENDCo	£0	At least annually	Adaptations are made in the event of an emergency.	
2. Improving access to the school curriculum						
2.1 To differentiate, personalise and individualise the curriculum for learners with special educational needs and/or disabilities	<ul style="list-style-type: none"> All staff identify specific needs for learners living with a disability, in terms of basic skills, relationships and challenges. 	All staff	£0	Ongoing	Children with special educational needs and/or disabilities will have access to the full school curriculum.	
	<ul style="list-style-type: none"> The provision for learners with SEND is improved by: <ul style="list-style-type: none"> The school's SEND register is regularly reviewed to monitor the provision for learners with special educational needs and/or disabilities. Termly Passport to Learning meetings take place with staff, SENDCO, families and learners. Passports to Learning 	SENDCo	£0	Termly	The school is inclusive and makes adaptations for learners with SEND.	

	<p>assess and address the needs of each learner.</p> <ul style="list-style-type: none"> - An audit for SEND will be completed throughout the year with a focus completed each term. 					
	<ul style="list-style-type: none"> • Liaise with external agencies and implement recommendations in consultation with families, learners and staff. 	SENDCo	£0	Ongoing	A range of services liaise with staff.	
	<ul style="list-style-type: none"> • Classroom-based staff receive relevant training based on school needs. 	SENDCo/SLT	£0	Ongoing	A record of staff training will be kept with an evaluation of how this has impacted provision.	
	<ul style="list-style-type: none"> • Staff use the school's SEND Quality First Teaching Toolkit with recommended strategies. Staff liaise with SENDCo throughout the year. 	Teachers and TAs	£0	2022-2023	All learners access the full school curriculum.	
	<ul style="list-style-type: none"> • All staff to be made aware of the relevant issues and can ensure equality of access to learning by making reasonable adjustments to provision to provide appropriate inclusion. 	SENDCo	£0	Ongoing	All learners access the full school curriculum.	
<p>2.2</p> <p>Ensure access to all school activities for all children with disability</p>	<ul style="list-style-type: none"> • Provide opportunities for all to participate in educational visits by ensuring: <ul style="list-style-type: none"> - Procedures for trips and visits include addressing accessibility requirements. - Discuss with parents to agree risk assessments for visits. 	SENDCo EVC Senior Leadership Team Business Manager	Cost included in trip	Ongoing	All learners will have access to all school activities. Risk assessments and plans will take into consideration specific needs and/or disabilities to	

	<ul style="list-style-type: none"> - Effective liaising with venues to make reasonable adjustments. - School staff (and parents/carers) to work together to provide extra support for all vulnerable learners if necessary. 	Class teachers			provide extra support for learners if necessary.	
	<ul style="list-style-type: none"> • Review enrichment activities regularly including visits and trips, extra-curricular clubs and so on to ensure compliance with legislation and inclusion. 	SENDCo	£0	Yearly	All learners will have access to all school activities.	
	<ul style="list-style-type: none"> • Promote inclusive sport competitions and encourage participation from all learners. 	SENDCo	£0	Summer 2022	Learners with SEND are encouraged to take part in sporting events.	
2.3 To improve accessibility of resources for all	<ul style="list-style-type: none"> • All areas and resources within the classroom will be accessible to children with disabilities. The class teachers ensure classrooms are organised and decluttered to improve access to all areas. 	Class teachers	£0	Ongoing	Children with special educational needs and/or disabilities will be independent in the classroom to access all areas and resources.	
	<ul style="list-style-type: none"> • Staff use SEND Quality First Teaching Toolkit to make reasonable adjustments based on individual needs. 	Classroom-based staff	£0	Ongoing	Adaptations will be made in the classroom if necessary to support learners with SEND.	
	<ul style="list-style-type: none"> • Resources are purchased for individuals requiring adjustments (for example, larger print books). 	SENDCo Business Manager	Various	Ongoing	Specific resources for individuals are accessible.	

	<ul style="list-style-type: none"> Subject leaders audit the resources for their subject are suitable for all learners. 	Subject leaders	Various	Ongoing	Resources for subjects are audited annually.	
	<ul style="list-style-type: none"> Development of technology infrastructure to include the development of inclusive programmes and strategies (for example, voice recorders, speech to text technology, visual adjustments). 	Business Manager Computing Lead	£32500	2022-2025	Independence is promoted through the use of appropriate technology.	
2.4 Develop staff knowledge of access needs and supporting learners with SEND	<ul style="list-style-type: none"> The school's SEND register is regularly reviewed to identify specific training requirements for staff. This leads to: <ul style="list-style-type: none"> Regular delivery of training focused on areas of need. Training relating to current needs of the school and provide opportunities for staff (as part of performance management and staff professional development). Regular review of staff knowledge and understanding of special educational needs and/or disabilities and access needs. A record of staff training will be kept. 	SENDCo	£0	Termly	Staff will be confident with a variety of needs and disabilities, which will be recorded and monitored.	
	<ul style="list-style-type: none"> Staff receive relevant training relating to how best to support medical needs. 	SENDCo	£0	Termly	Learners with medical needs will access the full school curriculum.	

	<ul style="list-style-type: none"> Liaise with external agencies to support the provision and development of staff knowledge. 	SENDCo	£0	Termly	A range of external agencies will support the school's development of staff knowledge.	
3. Improving access to information						
3.1 Understand the needs of staff, learners and families.	<ul style="list-style-type: none"> Develop effective procedures when joining the school. Parents or carers are asked about access needs before joining the school. 	Office Manager SENDCO	£0	Summer 2022	Information about access needs are identified early on.	
	<ul style="list-style-type: none"> Ensure information is available in relevant formats (large print, Braille, pictorial/symbolic). The school will make itself aware of the services available through the Local Authority for converting information into alternative formats. 	SENDCo	£0	Ongoing	Information is available in a variety of formats.	
	<ul style="list-style-type: none"> Display visual timetables in every classroom and for specific individuals. 	Teachers	£0	Annually	Learners have a clear timetable of their school day.	
	<ul style="list-style-type: none"> Use dual-coding (visual alongside text) where possible to ensure information is accessible for non-readers. 	Office staff	£0	Ongoing	Non-readers will access information.	
3.2 Improve approaches to	<ul style="list-style-type: none"> Establish an accurate English as an Additional Language Register and ensure staff identify families requiring support. 	SENDCo	£0	Annually	Learners with EAL will be identified and	

support families with English as an additional language.					support will be targeted.	
	<ul style="list-style-type: none"> Develop a Welcome Pack for families with English as an additional language to gather and share important information. 	SENDCo	£0	Autumn 2022	Information will be gathered and shared. Relationships will be established early on to develop effective provision.	
	<ul style="list-style-type: none"> Implement the use of Linguascope across the school to support learners with basic English skills. 	SENDCo	£360	Summer 2022	Learners will develop basic English skills.	
	<ul style="list-style-type: none"> Classroom-based staff to use quality first teaching resources and interventions to target learners with EAL. 	Teachers and Teaching Assistants	£0	Summer 2022	Learners will develop basic English skills.	
	<ul style="list-style-type: none"> Use translation services for families with English as an additional language. 	All staff	£0	Ongoing	Families will access information from school.	
	<ul style="list-style-type: none"> Translate letters and key communications for families to improve accessibility of information. 	Office staff	£0	Ongoing	Families will access information from school.	
	<ul style="list-style-type: none"> Direct families to translated materials using West Sussex's resources. 	SENDCo Office manager	£0	Ongoing	Families will access information from school.	
	<ul style="list-style-type: none"> Provide pastoral support for families who are newly arrived to the country. 	SENDCo	£0	Ongoing	Families with EAL will access appropriate support.	

	<ul style="list-style-type: none"> Liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS) if necessary. 	SENDCo	£0	Ongoing	EMTAS will provide appropriate support to school.	
3.2 Ensure software, equipment and resources are appropriate for access	<ul style="list-style-type: none"> Identify, monitor and evaluate the equipment required in school. 	Business Manager	£0	Ongoing	Equipment will be appropriate based on the needs of the school.	
	<ul style="list-style-type: none"> Review documentations with a view of ensuring accessibility for learners/families/staff with visual impairment by seeking advice from the Sensory Support Team. Where needed, parents and carers will be consulted. 	SENDCo	£0	Ongoing	Those with visual impairments will access information appropriately.	
3.3 To improve access of documentation to parents and carers	<ul style="list-style-type: none"> Documents will be accessible via: <ul style="list-style-type: none"> Using parent mail for all main communications (emails, letters, texts) The school will make itself aware of the services available through the Local Authority for converting written information into alternative formats. Paper copies will be provided on request. 	Office staff Business manager	£0	Ongoing	Parents will have access to appropriate documents. School will respond to parents' access needs if necessary.	
	<ul style="list-style-type: none"> Review and monitor relevant documentation on school website to ensure accessibility for parents and carers with special educational needs and/or disabilities. 	SLT	£0	Summer 2022	The school website will be accessible for all.	

	<ul style="list-style-type: none"> Use dual-coding (visuals alongside text) where possible to ensure information is accessible for non-readers. 	SLT	£0	Ongoing	Parents and carers with additional needs can access texts through visuals.	
	<ul style="list-style-type: none"> Ensure information is available in relevant formats (large print, Braille, pictorial/symbolic). 	Office staff	£0	Ongoing	Parents and carers with additional needs can access relevant formats.	
	<ul style="list-style-type: none"> Pastoral staff are available to provide support to families who have difficulty accessing documentation. 	SENDCo	£0	Ongoing	Parents and carers access support from staff to read, understand and complete letters/forms.	

4. Monitoring arrangements

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

5. Links with other policies

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

- 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

6. Appendix

1.a:

