

Revised by School	July 2018
Responsible Person	Hilary Faulkner
Responsible Committee	Full Governing Board
Ratified by GB	
Next Review	July 2021

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
- 1. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- 2. 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.

NB. Estimated costs for the items listed below are currently being gathered and will be added as they are received.

Aim	Actions to be taken	Person responsible and cost	Date to complete actions by	Success criteria
Improving access to the physical environment				
1.1 Implement recommendations from Access Audit report (Enable Me)	<p>Any changes that are immediate and without cost can be completed by school staff.</p> <p>Quotes of recommendations to be sought.</p> <p>Incorporate improvements identified in Access Audit.</p>	<p>Business Manager</p> <p>Premises Manager</p> <p>SENCO</p> <p>Headteacher</p>	3-5 years	School will address the recommended improvements suggested for compliance with the Equality Act 2010.
1.2 To improve access into the building from outside	<p>Implement recommendations from access audit for car parking for disabled spaces: update the hash lines to ensure they match current code (refer to appendix 1.a.); ensure disabled spaces are closest spaces to the reception entrance.</p> <p>Improve signs outside of the building for reception entrance and access through the gate to include a phone number to call for assistance.</p> <p>To implement recommendations for office entrance and signing in/out procedures from the Access Audit.</p>	<p>Business Manager</p> <p>Premises Manager</p>	1-3 years	Wheelchair user has access to all sides of the car without other cars intruding. Refer to appendix 1.a.
1.3 To improve the access to toilets	<p>Provide clear signs for all toilets.</p> <p>Ensure toilets are not cluttered and have no trip hazards.</p> <p>Implement suggestions for disabled toilet from Access Audit that can be temporary solutions.</p> <p>Get a quote for moving the disabled toilet moved and installed</p>	<p>Business Manager</p> <p>Premises Manager</p>	1-3 years	<p>Toilet signs will be visible for all.</p> <p>Disabled toilet and welfare room will be separated for their</p>

	<p>separately from the welfare room so that they can be used solely for their intended purposes.</p> <p>Ensure disabled toilet meets recommended specifications from the Access Audit.</p>			<p>intended purposes.</p> <p>Disabled toilet will follow recommendations in Access Audit and relevant legislation.</p>
1.4 Improve access around the school	<p>Ensure corridors are clear to ease wheelchair access.</p> <p>When planning, designing or remodeling parts of the building consider doorways for wheelchair access.</p> <p>Quotes sought to widen doors.</p> <p>Ensure staffroom, library and classrooms are accessible for wheelchair users to move around independently.</p>	<p>Business manager</p> <p>Premise manager</p> <p>SENCO</p>	3 years	<p>Any new building elements will be in line with accessibility plan.</p> <p>Corridors are accessible for wheelchair use.</p> <p>Wheelchair users will be independent when moving around the school.</p>
2. Improving access to the school curriculum				
2.1 To differentiate, personalise and individualise the curriculum for children with special educational needs and/or disabilities	<p>All staff identify specific needs for pupils living with a disability, in terms of basic skills, relationships and challenges.</p> <p>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.</p> <p>Audit quality first teaching within classrooms.</p> <p>Use 'inclusive friendly classrooms' checklist to review classroom provision.</p> <p>Staff to receive relevant training based on school needs.</p>	<p>SENCO</p> <p>Senior Leadership Team</p> <p>Class teachers</p>	1 year	<p>Children with special educational needs and/or disabilities will have access to the full school curriculum including P.E and school trips.</p>

<p>Ensure access to all school activities for all children with disability</p>	<p>Review enrichment activities regularly including visits and trips, extra-curricular clubs and so on to ensure compliance with legislation and inclusion.</p> <p>Provide opportunities for all to participate in educational visits. This will mean a discussion with parents to agree risk assessments for visits. Participation will also need effective liaising with venues to make reasonable adjustments. School staff (and parents/carers) to work together to provide extra support for all vulnerable pupils if necessary.</p>	<p>SENCO Senior Leadership Team Business Manager Class teachers</p>	<p>1 year</p>	<p>All pupils will have access to all school activities.</p> <p>Risk assessments and plans will take into consideration specific needs and/or disabilities to provide extra support for pupils if necessary.</p>
<p>2.3 To improve access within classrooms</p>	<p>All areas and resources within the classroom will be accessible to children with disabilities.</p> <p>Class teachers ensure classrooms are organised and decluttered to improve access to all areas.</p> <p>Audit quality first teaching within the classroom to ensure lessons are planned to meet the needs of all pupils in the class.</p>	<p>SENCO Business manager</p>	<p>1 year</p>	<p>Children with special educational needs and/or disabilities will be independent in the classroom to access all areas and resources.</p> <p>Adaptations will be made in the classroom if necessary to support pupils with SEND.</p>
<p>2.4 To develop staff knowledge of access needs and supporting pupils with SEND</p>	<p>Review staff knowledge and understanding of special educational needs and/or disabilities and access needs.</p> <p>Deliver regular teacher and teaching assistant training focused on areas of need within the school. Autism training for all staff during Summer 2018.</p> <p>Identify gaps in knowledge and seek external advice if necessary.</p>	<p>SENCO</p>	<p>1 year</p>	<p>Staff will be confident with a variety of needs and disabilities, which will be audited and monitored.</p>
<p>3. Improving access to information</p>				

3.1 Ensure software and resources are appropriate for access	Identify, monitor and evaluate the equipment required in school.	SENCO	1 year	Software and resources (including ICT) will be appropriate for all pupils.
3.2 To develop effective procedures for new pupils joining the school with access needs	Ask parents/carers about access needs before joining the school.	Office staff Business manager	Ongoing	Information about pupils access needs will be sought before pupils join the school.
3.3 To improve access of documentation to parents	<p>Introduce parent mail for parental access to emails, letters and newsletters.</p> <p>Provide paper copies of letters on request.</p> <p>Review and monitor relevant documentation on school website.</p> <p>Review documents published on school website to ensure accessibility for parents with special educational needs and/or disabilities.</p> <p>Review documents published on school website to ensure accessibility for parents with English as an additional language.</p>	Office staff Business manager	1-3 years Ongoing	<p>Parents will have access to appropriate documents.</p> <p>School will respond to parents' access needs if necessary.</p>

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:

