

Accessibility Plan



Aspire to achieve...

1 Introduction

- 1.1 This policy was reviewed and updated in September 2017
- 1.2 We have a duty to ensure:
 - Disabled pupils can fully participate in the school curriculum;
 - The physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services;
 - That the physical and learning environments can be reasonably accessed by disabled pupils to meet their needs.
- 1.3 The plan will be made available online on the school website, and paper copies are available upon request.
- 1.4 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.5 The school supports any available partnerships to develop and implement the plan.
- 1.6 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 Aims and objectives

2.1 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

2.2 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.

3 Legislation and Guidance

3.1 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](#).

3.2 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.

3.3 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.

3.4 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.

4 Documents and policies

4.1 The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Policy
- Inclusion Policy
- SEND Local Offer and Special Educational Needs (SEN) information report

- SEND Policy
- Supporting pupils with medical conditions policy

5 Accessibility Plan

5.1 To increase the extent to which disabled pupils can participate in the curriculum.

Target	Action	Responsibility
Ensure that teaching and learning across the curriculum reflect equal opportunities for all with physical impairment and relates to pupils' everyday experiences.	Planning and teaching includes opportunities to ensure the physical diversity of society is represented	Teachers, SLT
Pupils are respectful and have an understanding of physical diversity	Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs	Teachers, SLT
Improve children's awareness of disability issues	PSHCE curriculum and assemblies to be used to raise awareness of disability issues	Teachers, SLT
Staff to develop skills to deal with children who have specific disabilities	When appropriate to do so, organise specific training for new and existing staff relating to disabilities experienced by specific children	Teachers, SLT

5.2 To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Target	Action	Responsibility
Accessible car parking to be reserved only for those who require easy access	Monitoring of the use of the accessible car parking space and inappropriate use stopped	Office staff, SLT, Caretaker
Accessible toileting facilities	In place. The school has three marked accessible toilets.	In place
Ramps and wheelchair accessible doors	In place. The school is a single-storey building with fully accessible doors. The main entrance has an automatic	In place

	door. There are ramped alternatives close to any steps (e.g. from the Junior playground and school field). Any future developments will comply with DDA rules and the Equality Act.	
Accessible reception area	In place. The main entrance has an automatic door. There is a wide open space. The reception desk is less than 800mm high and has a knee space underneath.	In place
Ensure that all rooms in the school are accessible for all members	All of school to ensure that untidiness and furniture does not restrict access	Teachers, pupils, SLT
Improve the ease of movement in all classrooms for children with physical disabilities	Evaluate the amount of free space in all classrooms, ensure that space is used effectively	Teachers, SLT

5.3 To improve the availability of accessible information to disabled pupils

Target	Action	Responsibility
Availability of written material in alternative formats.	The school will make itself aware of the services for converting written information into alternative formats. The school will be able to provide information in different formats should it be required.	Office staff, SLT
Ensure reporting and feedback to parents carers for those with non-physical disabilities	Promote two-way communication. Speak with sensitivity e.g. if there are mental health issues. Invite parents in for private discussions.	Office staff, Teachers, SLT
Regularly communicate with parents	Use of texts, email and the school website to inform parents	Office staff, SLT

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. The next review is due in Sept 2020.