

Accessibility Plan



This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Local Procedures Owner: Karen Caswell

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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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including parents, carers, staff and governors.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps to all exits/entrances • Wide corridors 	Access to reception area made more accessible by the fitting of automatic doors	Quotes obtained by facilities team.	Headteacher	March 2020	Automatic doors mean all visitors can access the building unassisted.

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities 					
Improve the delivery of information to pupils with a disability	The school has identified this an area for development. At present there is limited use of pictorial or symbolic representations and all internal signage may not be appropriate.	Short Term – complete research on how the school can improve the delivery of information to pupils with disabilities and set additional targets for improvement.	Research completed – Headteacher Focus areas and targets identified	Headteacher	Sep 2018	Audit and targets set

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 Jarrod Elcock (Governor) and Karen Caswell (Headteacher)

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- SEND Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2- all stairways are kept clean and tidy and free from obstruction	Maintain and ensure access	Facilities Team	Ongoing
Corridor access	Corridors are wide and kept clear from obstruction	Maintain and ensure equipment does not restrict access	SLT	Ongoing
Lifts	No lift in place			
Parking bays	Disabled parking and emergency vehicle spaces clearly marked	None	Facilities Team	Ongoing
Entrances	Main entrance is manual opening and may cause difficulties to those with limited strength and wheelchair users,	Explore the installation of automatic door openers.	Headteacher	March 2020
Ramps	All entrances and fire exits have ramps	None	Facilities Team	Ongoing
Toilets	All toilets have fire alarms/sounder and visual alarms	Check Fire Alarms weekly and toilet pull cords every 6 months	Headteacher and Facilities Team	Ongoing

	There a 2 accessible toilets on the ground floor with alarms			
Reception area	Accessible and reception counter of a suitable height.	None required	Headteacher	ongoing
Internal signage	Some signage in place –Fire Exits/First Aid	Review signage throughout the building	Headteacher	December 2019
Emergency escape routes	Fire Risk assessment completed, PEEPs in place and routes clearly signed	Ensure weekly testing of system and routine maintenance. Update PEEPs after evacuation practice and/or new starters	SLT, Facilities Team	Ongoing