



# Accessibility Policy and Plan

*Act justly, Love mercy, Walk humbly*

## Queniborough C E Primary School

	<b>Date</b>	<b>Signed</b>
<b>This Policy was adopted on</b>	<b>Feb 2022</b>	
<b>To be reviewed</b>	<b>Feb 2025</b>	

## Our vision statement

*With JESUS at our side,  
We ACT with a sense of right and wrong.  
We show LOVE by being kind to everyone.  
We WALK through each day with modesty in all we do.*

# Accessibility Plan

## 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.

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, the complaints procedure sets out the process for raising these concerns.

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

## 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 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	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 resources include examples of people with disabilities</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> <p>We seek and follow the advice of Boons Health and Safety Advisor, Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS.</p>		Review the school's overall curriculum policy	Communicate reviewed policy and implications to school staff Elizabeth Hallam	Head teacher – Elizabeth Hallam	Jan 2023	<p>Staff and other stakeholders know how our curriculum can be differentiated for all pupils</p> <p>Teachers adapt the curriculum appropriately according to the needs of the learners in their class</p>
			Monitor the progress and attainment of all pupils on the SEND register and adapt provision if required	Progress of SEN children reported to SLT termly	Appropriate Interventions or provision established if required Katie Spencer (SENDCO)	Ongoing (Termly) Children are receiving an appropriate curriculum	Children making the best possible progress
			Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	Jan 2022 and ongoing	HT, SENCo, all Staff, Governors	Raised staff confidence in strategies for differentiation and increased pupil participation

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>The school is built as a single level structure.</li> <li>There is access to all areas, having no stair cases in the building.</li> <li>Corridor width</li> <li>Disabled parking bay</li> <li>Disabled toilets and changing facilities</li> <li>Book shelves at wheelchair-accessible height</li> </ul> <p>Queniborough CE Primary School takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.</p>		<p>Any building work to consider access arrangements for all</p> <p>Continue to redecorate the interior of the building</p> <p>Provide best possible learning environment for children in our school</p>	<p>Liaise with the Boons/outside provider to: Design and Obtain quotations</p> <p>Choose appropriate colours considering the needs of the children in learning</p> <p>Continue to liaise with LA re capacity and accessibility issues when appropriate</p>	<p>Head teacher – Elizabeth Hallam</p> <p>Site Manager- Neil Watson</p> <p>Business manager- Vanessa Yardley</p>	Ongoing	The environment is suitable and accessible for all pupils and stakeholders
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Braille</li> <li>Induction loops</li> <li>Pictorial or symbolic representations</li> </ul> <p>We provide information in alternative formats when required or requested.</p>		<p>Communicate effectively with all pupils, parents, carers and other stakeholders</p> <p>Modifications are made when required to key H&amp;S, discipline and learning facilities to ensure the child's safety and progress as an independent learner</p>	<p>Ensure materials and methods of communication used are appropriate</p>	Katie Spencer (SENDCO)	Ongoing (Termly)	<p>Children are able to access an appropriate curriculum</p> <p>Children making the best possible progress</p>

## **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 the governing board.

## **5. Links with other policies**

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 (SEND) information report
- Supporting pupils with medical conditions policy