



Accessibility Plan

SUMMARY

This policy outlines the school's approach to ensuring all stakeholders are treated with equality and not disadvantaged by any disability or impairment

POLICY OWNER

Alice de Croos
School Business Manager

DELEGATION

Full Governing Board

DATE OF APPROVAL

January 2023

DATE OF NEXT REVIEW

January 2025

REVIEW CYCLE

Triennial (unless guidance changes demand an earlier review)

PUBLISHED ON WEBSITE

Yes

POLICY SOURCE

[The Key for School Leaders](#)



Paper copies available by
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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

Alfred Sutton primary school aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favorably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage and providing access and opportunities for all pupils without discrimination of any kind.

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 aims to work closely with its disabled children, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

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. Contextual Information

The school site comprises of a number of separate buildings of varying ages. The majority of buildings are one storey, however, the newest building is a two storey building. All buildings are accessible to wheelchairs. Most buildings have accessible toilets. The playground is accessible to wheelchairs but access to the playing field would be difficult.

4. Action Plan

Targets	Strategies	Outcome	Time frame	Target /Achieved
Equality and Inclusion				
To ensure the Accessibility plan is reviewed triennially by Governors	<ul style="list-style-type: none"> • Clerk to Governors to add to list for appropriate FGB meeting 	School adheres to legislation	Triennial	By the appropriate FGB meeting
To improve staff awareness of disability issues	<ul style="list-style-type: none"> • Review staff training needs • Provide training for staff and governors as appropriate 	Whole school community aware of issues	Ongoing	Ongoing
To ensure that all policies consider the implications of disability access	<ul style="list-style-type: none"> • Consider during policy reviews 	Policies reflect current legislation	Ongoing	Ongoing
Physical Environment				
To ensure access to classrooms and other teaching areas	<ul style="list-style-type: none"> • To be aware of any children or staff with disabilities when allocating classrooms 	No child or staff member put at a disadvantage	Annual and if the need arose mid-year	Ongoing
To ensure all children are able to access all out-of-school activities, e.g. Clubs, trips and residential trips	<ul style="list-style-type: none"> • Review all out-of-school provision to ensure compliance with legislation • Continue to provide 	All providers of out-of-school education will comply with legislation to ensure the needs of all children are met	Ongoing	Ongoing

To provide specialist equipment to promote participation in learning by all pupils	<ul style="list-style-type: none"> Assess needs of children in each class and provide equipment as needed 	Children develop independent learning skills	Termly review by SENCo Assessment of needs of new pupils	Ongoing
To meet the needs of individuals during KS2 tests	<ul style="list-style-type: none"> From regular classroom assessments, identify who would need additional time, use of a scribe or 1 to 1 support 	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually	Ongoing
Written/Other Information				
To ensure all members of school community can access information	<ul style="list-style-type: none"> Written information to be provided in alternative formats as required 	Written information to be provided in alternative formats as required	As needed	As needed

5. Monitoring Arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

It will be approved by Governor Resources Coordination Committee.

6. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Children with health needs who can't attend school policy