



ACCESSIBILITY PLAN



Reviewed by:	School Improvement Director – Safeguarding & Attendance
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Approved and Adopted by:	Board of Trustees
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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.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan

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, 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 pupils, parents, 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.

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 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
To raise awareness for the whole staff of the curriculum needs of pupils with: • Language and communication difficulties inclusive of EAL • Learning difficulties • Physical disabilities • Visual impairment • ASD/ADHD	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	Increased access for all groups of pupils identified.	Training at whole staff meetings or through Learning Partnerships. Overview of need established through SEND meetings to ensure access for all pupils.	SEND team	Yearly	Staff will have a clear understanding of how to meet the needs of pupils with a variety of additional needs.

To clarify the support role of staff in meeting the needs of pupils with speech and language difficulties To train personnel in moving and handling techniques if the need arises To ensure that all disabled pupils have a PEEP (Personal Emergency Evacuation Plan)	SEND team have access to a speech and language therapist to ask for advice and support. PEEPs for disabled children have a clear format that is shared with staff when appropriate. Appropriate staff training from health professionals sourced when the need arises.	Appropriate support for pupils with speech and language difficulties from school resources. Appropriately trained staff to move and handle pupils with physical disabilities. Staff are clear about how to evacuate pupils safely.	Work with SALT Service to agree role of school staff in supporting individual pupils. Explore external SALT support due to limited access. Identify staff to be trained. Training sourced by SBM as and when necessary. SEND Team to check and assist class teacher to produce this.	SEND Team	Yearly Every 3 years September each year	Staff have a clear understanding of support required for pupils with speech and language difficulties. Staff will have access to appropriate training techniques for moving and handling techniques. Successful PEEP plans are in place when necessary for pupils with a physical disability.
Improving the delivery of information for disabled pupils.	Members of staff are familiar with practices to assist pupils, parents and carers with disabilities Members of staff ensure that lessons provide opportunities for all pupils to achieve by means of: • Differentiated work • Using large print transcriptions when necessary • Using coloured rulers or overlays • Electronic recording equipment • Voice to text technology as required	Staff able to use relevant teaching and learning methods to help pupils with disabilities Improved delivery of information to disabled pupils	SENDCo to support and assist staff through SEND meetings regularly throughout the academic year. Senior Leaders to review and amend programmes of support to ensure that the work is appropriate to meet the needs of all pupils.	SEND Team and SLT	Yearly Ongoing	All pupils can access the curriculum effectively. Clear differentiated programmes of support in place Members of staff use additional resources from outside agencies as suggested.

	• Rest breaks The school develops an effective method of communicating with parents	Different reporting methods are explored.	Senior leaders / SENDCo explore reporting methods that are effective for our parents.		July 2025	The school is able to move forward with effective reporting to parents through the use of the SEND ranges.
Physical access is improved	Safe access to all on pathways and entrance gates. Pupils feel safe when moving from classrooms via the cloakroom areas to the pathway on a day to day basis and when carrying out an Emergency exit. Pupils have an understanding of how to use external locks and doors.	Reports on access issues and concerns on external pathways and gates will not be received. Safety procedures are effective and all children feel safe and secure in accessing the classrooms and school grounds Pupils can operate external locks and doors	Pupils are instructed to walk sensibly around all the school paths. Gates, paths and exits are kept clear at all times. Governors to monitor what happens during on entry/exit process and during a test situation e.g. a Fire Practice including adding an additional element a wheelchair Pupils practice operating the locks. Amey regularly check locks and door jams.	SLT and SEND team Governors Amey staff and pupils supported by SEND team	Ongoing	Increased accessibility for all pupils, parents and visitors Pupils are regularly reminded to enter and exit the building in a controlled efficient and safe way. Children are able to effectively leave the building within an emergency situation causing a lockdown.

	We have a school that can provide access for pupils in a wheelchair or when using any other equipment required. To ensure that the school continues to provide a safe and appropriate learning environment for pupils with a range of disabilities	Increased access for pupils with a range of disabilities. Movement of classrooms to ensure we are able to meet the needs of pupils. Regular review of premises and checks on the lift and stair lifts. Pupils have full physical access to the school and curriculum. Regular review of premises through health and safety checks.	The school will assess pupil's needs and provide furniture fit for purpose through liaison with occupational therapists. Depending on the needs of the pupil they may have additional adult support to aid their individual access needs. Work with the Trust and Amey to ensure that there are no physical barriers to access for pupils with a range of disabilities	SLT SLT/AMEY/CET	Yearly Yearly	Increased physical access of the school ensuring access for all. Full physical access to the school achieved
Combined Equality Outcomes	Actions	By Whom	Timescale	Success Criteria		
Eliminate disability related harassment	Continue to maintain a clear anti-bullying policy and practice; promote positive attitudes towards disabled people.	SLT and all Staff.	Ongoing	Less bullying incidents; positive images of disabled people, higher profile in assemblies, within the curriculum and in displays.		
Encourage disabled people's participation in public life.	Continue to maintain inclusion of disabled staff and pupils in and out of school hours learning activities,	SLT, SEND Team, all staff	Ongoing	Disabled people continue to be represented within our after school clubs and within any extended curriculum opportunities.		

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 local governing board.

5. Links with other policies

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

- Trust Accessibility Statement
- 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 separate buildings with 2 storeys in each building	All stair wells are to be kept clear.	Amey – caretaking staff	Ongoing
Corridor access	Corridors in both building upstairs and downstairs.	All corridors to be kept clear and free from any clutter.	All staff.	Ongoing
Lifts	1 lift available in the KS2 building.	Lift to be maintained by Amey.	Amey caretaking staff	Ongoing
Parking bays	2 disabled car parking spaces to be kept clear at all times for disabled visitors.	Amey staff to ensure spaces are clear when required.	Amey Staff	Ongoing
Entrances	1 main entrance	Entrance to be made as clear as possible to maintain clear access for all.	All staff	Ongoing
Ramps	Ramp to KS2 building to allow access	Ramp to be clear at all times to allow clear access.	Amey caretaking staff	Ongoing
Toilets	3 accessible toilets	Toilets to be kept clear to allow for any wheelchair/disabled access	All staff	Ongoing

Internal signage	Disabled access areas are marked clearly – eg toilets.	Areas to remain clearly marked for any visitors to school as well as pupils who require disabled access.	Amey Staff	Ongoing
Emergency escape routes	Clear emergency exits are marked across the whole school.	All exits to be kept clear in the event that an emergency escape will be	All staff	Ongoing