



# Accessibility Plan

## September 2022

Approved by Chair: \_\_\_\_\_

Review Date: \_\_\_\_\_

## **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.

Our values-based school strives to provide an inclusive curriculum, in line with the SEND Code of Practice Requirements (2015) and The Equalities Act (2010), where all children have the opportunity to reach their full potential and to develop as happy and successful individuals. We celebrate and value the diversity of our community and aim to work in harmony together - taking into account every child's individual needs and experiences in order to prepare them for life beyond primary school.

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.

## **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.

### 3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	All areas of the school curriculum can be accessed by children with a disability.	To continue to review the school curriculum and resources to ensure all areas of the curriculum are accessible for pupils with a disability.	Senior Leadership Team/SENCO	Ongoing	Children and staff with disability to have access to all areas of the school curriculum.

	<ul style="list-style-type: none"> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>					
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>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>Library shelves at wheelchair-accessible height</p>	All areas of the school premises can be accessed by children and staff with reduced mobility.	To continue to review and ensure all areas are accessible by children and staff with reduced mobility.	SENCO/Health and Safety Lead/Site Manager SENCO/Health and Safety Lead/Site Manager	Ongoing	Children and staff with disabilities to have access to all areas of the school premises.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	All information is accessible to all pupils with disabilities.	To continue to review the school site to ensure information is accessible to pupils and staff with a disability.	SENCO/Health and Safety Lead/Site Manager	Ongoing	Children and staff with a disability are able to access information across the school.

	<ul style="list-style-type: none"> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>					
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#### 4. Links with Other Policies

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

- Risk assessment policy
- Health and safety policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy
- Inclusion and SEND Policy

#### 5. Review and Evaluation of Policy

- This policy will be reviewed every three years, or earlier if necessary. It will be reviewed by and approved at an annual Trust Board meeting.