

## Accessibility Plan

### Aims

Everyone in our school is important. We aim to promote an ethos of care and trust, based firmly on our Christian values, where every member of the school community feels that they truly belong and are valued. This involves providing access and opportunities for all pupils without discrimination of any kind.

All children have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum. All children are valued and we have high aspirations and expectations for our pupils. Our aim is that, where possible, all children participate in our activities and we work in close partnership with parents and carers who play an active and valued role in their child's education.

According to the Equality Act 2010 a person has a disability if: a)

He or she has a physical or mental impairment, and

b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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

Aim	Current Good Practice	Actions to be taken	Timescale
To 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"> <li>• Level access throughout the school.</li> <li>• Corridor width.</li> <li>• Disabled parking bays.</li> <li>• Disabled toilets and changing facilities.</li> <li>• Special equipment as required.</li> <li>• Weekly H &amp; S checks.</li> <li>• Extra teaching space around the school to provide a quieter learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure disabled toilet facilities are kept clear and unobstructed</li> <li>• Ensure that resources are available at low level so that they are accessible at wheelchair-accessible height.</li> <li>• Ensure that corridors and doorways are kept clear of obstructions.</li> </ul>	<p>As soon as possible</p> <p>Ongoing</p> <p>Completed</p>

<p>To increase access to the curriculum for pupils with a disability.</p>	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>There is timetabled teaching support for children to receive one-to-one or small group tuition.</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>Our school uses a range of communication</p>	<ul style="list-style-type: none"> <li>Curriculum resources to include examples of people with disabilities.</li> <li>Ensure that educational visits are accessible to all pupils.</li> </ul>	<p>Developing</p> <p>Completed</p>
<p>To ensure that classrooms accessed by children with Hearing impairment are appropriately resourced to allow full access to the curriculum.</p>	<ul style="list-style-type: none"> <li>Felt on hard surfaces and the feet of chairs to absorb echoes and background noise.</li> <li>Ensuring curriculum is adapted to child's needs.</li> <li>Access to Widget symbols</li> <li>Support from Teacher of the deaf.</li> <li>Support from Specialist SALT to provide prompts to be used during</li> </ul>	<ul style="list-style-type: none"> <li>Contact specialist providers to assess auditory needs and additional resources.</li> <li>BSL training for designated staff.</li> <li>Designated support for child.</li> </ul>	<p>As soon as possible</p> <p>As soon as possible</p>
<p>To ensure that the safety of pupils with a disability is a high priority.</p>	<p>We complete personal emergency egress plans (PEEP) for all pupils with a disability.</p>	<ul style="list-style-type: none"> <li>Ensure that PEEPs are updated annually, or sooner if the needs of the child changes.</li> <li>Ensure that all staff are aware of the PEEP requirements.</li> </ul>	<p>Ongoing</p> <p>Immediate refresher</p>
<p>To improve staff awareness and understanding of equality issues.</p>	<p>Our SENCo works closely with specialist advisors.</p> <p>Teachers and parents work together to act on the advice of specialist advisors.</p> <p>Individual staff are sent on appropriate training/CPD to enable them to support specified children.</p>	<ul style="list-style-type: none"> <li>Identify gaps in knowledge and seek external advice if necessary.</li> <li>Provide specific staff training on a needs basis as required.</li> <li>Provide continual training to raise staff awareness of staff and governors on general equality issues.</li> </ul>	<p>Completed/Ongoing</p> <p>As required</p>

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 all pupils can participate in the curriculum.
- Improve the physical environment of the school to enable all pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to all pupils, parents and carers.

## **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](#).

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 plan will be made available online on the school website, and paper copies are available upon request. All communications to our wider community can be requested in a modified large print for anyone with a sight impairment.***

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.

## **Monitoring arrangements**

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

## **Links with other policies**

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

- Risk assessment policy
- Health and Safety Policy
- Intimate Care Policy
- Equality Policy
- Special Educational Needs and Disability Policy

Autumn 2017

Reviewed: Autumn 2019 Reviewed: Autumn 2021 Review: Autumn 2023 **Reviewed: Autumn 2023 Review: Autumn 2025 Reviewed 2025- Reviewed 2027**