



Accessibility Plan

Last reviewed: November 2023

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Owner	Headteacher	Approver	LGB
Category	Public (show on website)	Type	Local to school

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 Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in 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 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. Action plan

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

4. 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 Local Governing Body.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>A: ACCESS TO CURRICULUM:</p> <p>Increase access to the curriculum for children with special education needs and disabilities.</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We ensure early identification of children with learning difficulties/additional needs in order to develop a more proactive approach to provision.</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>Provide updates and training for staff regularly when a child with a new and different need enters our school</p> <p>TA provision to meet the wide range of needs</p> <p>Access outreach support if needed to work with individuals who have specific SEN needs.</p> <p>Use of outside agencies eg. Ed Psych, C&I Team, Hearing Impairment Team, Disability Services, OT,</p>	<p>Regularly review the curriculum to ensure it meets the needs of all pupils.</p> <p>SENCo and Class teacher meetings</p> <p>Learning walks to identify strengths and weaknesses and supports staff / children</p> <p>Use of public voice to gauge user experience</p> <p>Deep Dives to identify areas requiring targeted support.</p> <p>SENCo observations</p> <p>Resources/equipment identified and ordered.</p> <p>Regular staff meetings for education and</p>	<p>Headteacher SLT Curriculum Lead SENCO Subject leads</p>	<p>On going</p>	<p>All children to be able to access learning.</p> <p>Staff to ensure that actions are taken to accommodate SEND and medical needs.</p> <p>All relevant equipment/resources is in place/purchased as required.</p> <p>Following of agency advice is in place.</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>Pastoral/Nurture support from teachers/ ELSA/ leadership team and support staff to nurture and encourage.</p>	<p>Physio</p> <p>PPA time is used effectively to support high quality lesson planning and differentiation.</p>	<p>updates in relation to SEND.</p> <p>CPD as required.</p>			
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<p>B: PHYSICAL ENVIRONMENT:</p> <p>1. Improve and maintain access to the physical environment.</p>	<p>At school the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Wide corridors (free of clutter) • Wide doorways • Mainly ground floor (wide steps or lift where change of level) • Disabled parking bay • Disabled toilets • Library shelves at wheelchair-accessible height • Fire evacuation procedures are reviewed • Teachers with children with disabilities inform the Inclusion Lead if any issues of access or mobility arise. • 1:1 support in place where needed 	<p>Children and adults are able to access all areas of the school.</p> <p>Personal Evacuation Plans, Medical Plans to be reviewed regularly.</p>	<p>Ensure disabled parking bays are kept for this purpose.</p> <p>Annual full Health and safety audits carried out.</p> <p>Health and Safety reporting is part of termly leadership report to LGB</p> <p>Specific children and adults to have Personal Evacuation Plans.</p>	<p>Headteacher SLT SENCO Linda Jackson Kevin Roots</p>	<p>On going</p>	<p>No barriers to access in place.</p> <p>Personal plans are updated annually and if circumstances change</p>
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<p>2. To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment as and when appropriate specific to individual children, including classroom layout, décor, acoustics, classroom management strategies, levels of lighting, etc.</p> <p>3. Children with disabilities have appropriate equipment to access their learning.</p>	<p>Teachers/parents raise concerns with SENCo to identify children with physical difficulties.</p> <p>Teachers review chn's seating positions based on advice from professionals/ needs within the classroom or in in respect of changes to noise in classrooms, e.g. open window etc...</p> <p>School purchases /accesses specialist equipment/furniture as required.</p>	<p>Regular training from staff on use of equipment /training</p> <p>3x SEND review meetings per year with parents.</p> <p>Regular reviews for children needing access arrangements. SENCO to contact outside agencies for support for specific needs.</p>		<p>Headteacher SLT SENCO Linda Jackson Kevin Roots</p>	<p>On going Reviewed 3x annually during SEND reviews</p>	<p>SEND staff meetings are in place</p> <p>SEND parent meetings occur for all children on the register.</p> <p>SENCo visits every classroom termly.</p> <p>All relevant agencies are contacted as required.</p> <p>All relevant equipment/resources is in place/purchased as required.</p> <p>The school is accessible to everyone.</p> <p>Teaching and environment is adapted to meet</p>
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C: ACCESS TO INFORMATION						
<p>1. Children: Improve the delivery of information to pupils with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Good relationships with parents • Parents can access paper copies 	<p>To enable parents with IT/literacy difficulties to access information sent from school, e.g class letters, newsletters</p> <p>To ensure all parents, especially those who are unable to come to school because of physical difficulties, can easily access information</p>	<p>Children to have their own learning needs met as part of their EHCP's or SEN Pupil Profiles.</p> <p>Outside agencies to recommend resources etc. Sign language and pictorial symbols used to support specific learners.</p> <p>Identify where access to IT is an issue.</p>	<p>Headteacher SLT SENCO Linda Jackson Kevin Roots</p>	<p>On going Reviewed 3x annually during SEND reviews</p>	<p>The school is accessible to everyone.</p> <p>Teaching and environment is adapted to meet everyone's needs.</p>
<p>2. Parents: Improve the delivery of information to parents</p>	<p>Policies are accessible on the school website</p> <p>Local offer is available on the school website</p> <p>SEND meetings 3x/year</p> <p>Pastoral support for families who would benefit from it.</p>	<p>To ensure parents of children with SEND have access to relevant information about where to access help and support, both from school and from external agencies.</p>	<p>Meetings with identified parents to discuss concerns/problems they have with accessing information.</p> <p>Establish a school system for recording if a parent has a</p>			<p>There are no barriers to communicating well with all parents and carers.</p>

			<p>disability or difficulty accessing information.</p> <p>Office to keep note of parents preferred method of communication</p> <p>Provide alternative methods of communication.</p>			
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of levels	The majority of the school is on one level. KS2 is on two levels, with Year 5 and 6 classrooms and the ICT suite on the upper floor.	Regular maintenance and health and safety checks are carried out. Lift is available for disabled users. Evac-chair is maintained and staff training is up to date in case of a fire and the need to evacuate a disabled person.	Andy Browne Linda Jackson Kevin Roots Smith	On going
Corridor access	Corridors are wide enough to allow for wheelchair access.	Ensure furniture and clutter is not impeding access for wheelchairs. Cloakrooms have been moved from the corridors to the classrooms in KS2.	All staff	On going
Lifts	There is one lift that connects the lower floor of the KS2 block to the upper floor.	Regular maintenance of the lift following the annual service plan.	Andy Browne Linda Jackson	On going
Parking bays	A disabled parking bay is provided at the front of the school building in the staff car park.	Ensure that this space is kept free and accessible at all times.	Kevin Smith All staff	On going
Ramps	Structural ramps are in place at the front of the school for wheelchair users to access	Ensure the ramps are kept clear and accessible at all times.	Kevin Smith All staff	On going

	the front entrance/reception area.			
Toilets	There are disabled access toilets available in the front entrance of the school in every corridor outside classrooms.	Ensure that the disabled toilets are not used for storage so that they can easily be used at all times.	Kevin Smith All staff	On going
Reception area	The reception area has been recently remodelled with a lowered reception desk for wheelchair users.	Wheelchair users may need help using the front door, which is not automatic. Assistant can be requested using the intercom buzzer.	Office staff	On going
Emergency escape routes	Fire exits are signed and ramps are available to allow access out of the school during an emergency.	PEEPs are in place for pupils and staff who may need support to exit the school building during a fire alarm.	Andy Browne All staff	On going