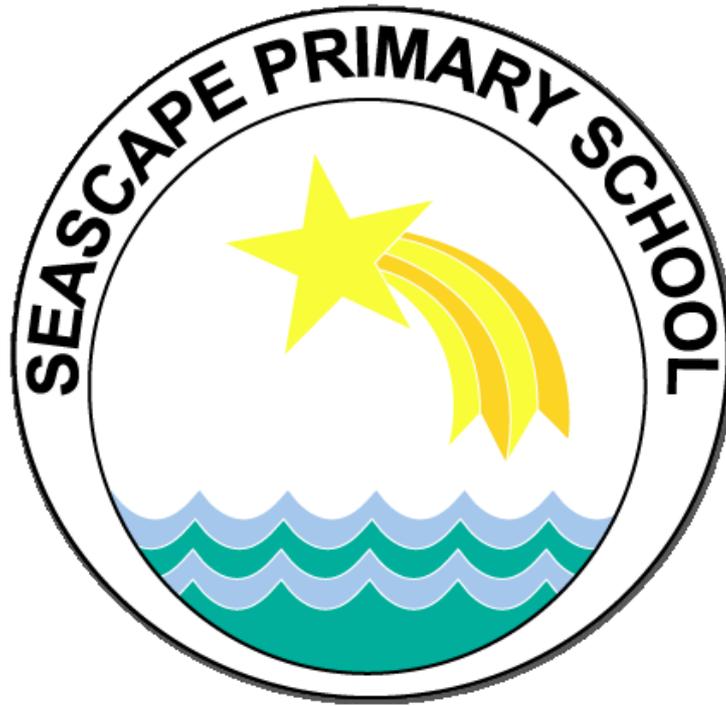


Accessibility plan



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Adopted by Governors	February 2021
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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.

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 of the 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](#) (January 2015), '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 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
Access to the curriculum						
To establish and maintain close liaison with outside agencies or pupils with additional needs	We source specialist support for pupils with SEN and disabilities. We use local authority support services for early intervention with children.	Regular support from external agencies in place for all SEN children. (MT) CPD in place for all staff with OT (ST)	OT training booked for January 2021 Whole class OT provided in Summer term 2021	SENCO HT	July 21	Support plans more robust and showing the impact of external support.
To ensure the curriculum is broad and balanced and accessible by all children.	The curriculum fairly assesses children against the skills that they have. The foundation curriculum does not rely on writing and literacy skills to be assessed as average or above.	CPD on staff for how to plan the curriculum to meet the needs of SEN learners (ST) Assessment support and tracking (MT)	Floor books established across school and training provided. Curriculum training given to staff.	DHT HT	December 2020 Training booked January 2021	Assessments reflect the ability of SEN learners in all subjects.
To include pupils with a disability, medical condition or other access needs as	Clubs available to all children from 8.00-5.00 All staff first aid trained and staff	SLT to all also be first aid trained (ST) More than one first aider to	DHT and HT to be booked onto full 4 day first aid course	SLT	July 21	First aiders in place regularly.

ully as possible in extracurricular provision	have attending supporting pupils with medical conditions training. Clubs available at a reduced cost	be on site to all pupils during extended day to support pupils with medical conditions. (ST)	Middle leaders to be given pediatric first aid.			
Improve and maintain access to the physical environment						
Personal evacuation plans completed for students who are identified as requiring one	PEEPS in place for specific children.	PEEP to be in place following CPD from health and safety team.	All to be reviewed by September 20	SLT	Sep 21	Increased number of PEEPS in place.
Yard accessible to all pupils in particular trim trail around the school edge	Whole school building accessible to pupils. One path onto yard accessible for pupils in a wheelchair.	Second path to be made wider onto the yard. Trim trail path to be re-surfaced to make it accessible to all.	July 2021 July 2021	SLT / Caretaker	Sep 2021	Path in place and bushes around the side of school trimmed.
Improve the delivery of information to pupils with a disability						
Review documentation on website to check accessibility for parents with English as an additional language/ disability in order to support	New website created Summer 2019 but audit needed yearly.	Alternative versions of documentation and communication in place for parents.	Review of current provision and action plan in place by July 2021.	Pastoral manager	July 2021	Action plan showing specific adaptations that can be made.

their child(rens) learning						
Review documentation and how it is sent out to parents so all parents can view it.	All parent signed up to ParentMail with specific parents given paper copies.	Paper copies of all documentation in the school office so all parents including split families can have access.	Parent notice board in place in an accessible area.	SLT	Sep 21	Parent noticeboard for those who do not have parentmail.

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 governing board/committee name/governor name/the headteacher].

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

List any other linked policies that the school has here.

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				