**Slindon Church of England Primary School**



**Accessibility Plan**

|  |  |
| --- | --- |
| **Approved by:** | Headteacher (Lucy Cooper) and Governing Board |
| **Date:** | 7th November 2017 |
| **Last reviewed on:** | November 2017 |
| **Next review due by:** | November 2020 |

**Contents**

1. Aims 2

2. Legislation and guidance 2

3. Action plan 3

4. Monitoring arrangements 5

5. Links with other policies 5

Appendix 1: Accessibility audit 6

**…………………………………………………………………………………………………………………………….**

# 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](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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** | **Objectives** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** | **Success criteria** |
| Increase access to the curriculum for pupils with a disability | 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 resources include examples of people with disabilities.  Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs.  The curriculum is reviewed to ensure it meets the needs of all pupils. | To identify pupils who may need additional or different provision for September  To ensure full access to the curriculum for all children. | To liaise with Nursery/Pre-school providers to review potential intake each September  Advice taken as appropriate and strategies evident in classroom practice. Specific equipment sourced from occupational therapy as appropriate/ necessary. | Headteacher  Headteacher/ SENCO (Advice from outside agencies where necessary). | September each year  Ongoing throughout year | Procedures/equipment / ideas set in place by September each year.  Children supported in accessing curriculum at appropriate level. |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required.  This includes:   * Ramps * Corridor width * Disabled toilets * Library shelves at wheelchair-accessible height * Raised flower beds/ planting areas | Continually improve the physical environment of the school in line with the requirements of the Equality Act 2010  Provide non-visual guides to assist people to use the building. | Ensure future planning continues to meet the needs of all learners/ families and visitors to the school.  Guides to be fitted to match identified need of new members of the school community. | Headteacher/ Governing Board  Headteacher | As necessary with all building/ planning projects.  As new pupils are admitted to the school | Children are able to access the physical environment.  Members of the school community able to independently access the school building and grounds. |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:   * Internal signage * Large print resources * Induction loops * Pictorial or symbolic representations * Speaking clipboards | Availability of written material in alternative formats.  To review children’s records ensuring schools awareness of any disabilities. | The school makes use of the services available through the LA for converting written information into alternative formats  Medical forms updated annually for all children. Ensure relevant children have personal health plans.  Children with significant health problems – Info kept in file in staff room and classrooms. | Headteacher  SENCO | On request  Where staff identify a need  Annually | When required, the school will provide information to those with physical or visual impairments in alternative formats.  Effective communication of information about disabilities throughout school. |

# 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 and 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

# Appendix 1: Accessibility audit

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of storeys | Single storey building | None |  |  |
| Corridor access | Corridor access is currently wide enough for wheelchair users. | Ensure corridor access is not restricted with furniture. | All staff | Ongoing to 2020 |
| Parking bays | Very small staff car park (access for 3 cars) | Explore possibilities of disabled bay parking | Headteacher | September 2018 |
| Ramps | All areas accessible without steps | None |  |  |
| Toilets | Disabled toilet accessible from all areas of school. | Ensure disabled toilets are maintained | Premises officer |  |
| Reception area | Accessible through wide doors/ option for 2nd door to be open for wider access. | None | Premises officer to maintain | Annually |
| Emergency escape routes | Labelled well and clearly displayed throughout school | Continue to ensure signs are maintained and emergency escape routes free from obstruction. | Premises officer  All staff | Ongoing to 2020 |