

Slindon Church of England Primary School



Accessibility Plan

Approved by:	Headteacher (Lucy Cooper) and Governing Board
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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](#), '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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</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>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>To identify pupils who may need additional or different provision for September</p> <p>To ensure full access to the curriculum for all children.</p>	<p>To liaise with Nursery/Pre-school providers to review potential intake each September</p> <p>Advice taken as appropriate and strategies evident in classroom practice. Specific equipment sourced from occupational therapy as appropriate/ necessary.</p>	<p>Headteacher</p> <p>Headteacher/ SENCO (Advice from outside agencies where necessary).</p>	<p>September each year</p> <p>Ongoing throughout year</p>	<p>Procedures/equipment / ideas set in place by September each year.</p> <p>Children supported in accessing curriculum at appropriate level.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps 	<p>Continually improve the physical environment of the school in line with the requirements of the Equality Act 2010</p>	<p>Ensure future planning continues to meet the needs of all learners/ families and visitors to the school.</p>	<p>Headteacher/ Governing Board</p>	<p>As necessary with all building/ planning projects.</p>	<p>Children are able to access the physical environment.</p>

	<ul style="list-style-type: none"> • Corridor width • Disabled toilets • Library shelves at wheelchair-accessible height • Raised flower beds/ planting areas 	Provide non-visual guides to assist people to use the building.	Guides to be fitted to match identified need of new members of the school community.	Headteacher	As new pupils are admitted to the school	Members of the school community able to independently access the school building and grounds.
Improve the delivery of information to pupils with a disability	<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 • Induction loops • Pictorial or symbolic representations • Speaking clipboards 	<p>Availability of written material in alternative formats.</p> <p>To review children's records ensuring schools awareness of any disabilities.</p>	<p>The school makes use of the services available through the LA for converting written information into alternative formats</p> <p>Medical forms updated annually for all children. Ensure relevant children have personal health plans.</p> <p>Children with significant health problems – Info kept in file in staff room and classrooms.</p>	<p>Headteacher</p> <p>SENCO</p>	<p>On request</p> <p>Where staff identify a need</p> <p>Annually</p>	<p>When required, the school will provide information to those with physical or visual impairments in alternative formats.</p> <p>Effective communication of information about disabilities throughout school.</p>

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 2 nd 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