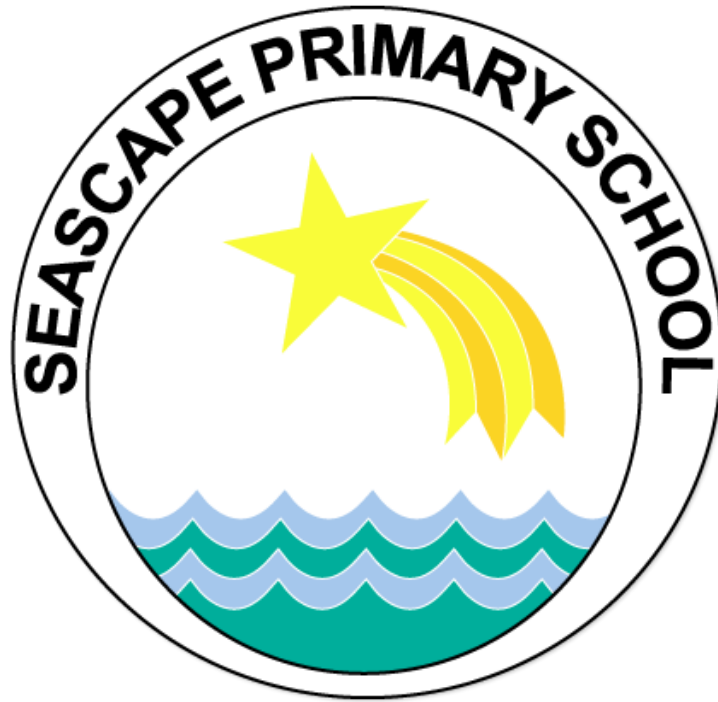


Accessibility plan



Head Teacher	Mrs E Rowntree
Chair of Governors	Mrs D Howarth
Written by	Mrs E Rowntree
Adopted by Governors	March 2020
Reviewed:	January 2023

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit	7

.....

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 for 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 SEMH needs	TSW training booked form Summer 2023 SEMH training through COL	SENCO HT	July 2023	Support plans more robust and showing the impact of external support.
To create an appropriate sensory space within school	Current KS2 group room is small and has equipment but use is at times unclear.	Changing room 2 to become sensory space	Room to be cleared of outdoor equipment and painted Showers to be removed Electrics to be installed Sensory equipment to be reallocated from rest of school Floorings and items to be bought.	SENCO HT Caretaker	September 2023	Room to be in regular use and group room 2 to be allocated for intervention.

To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision	Clubs available to all children from 8.00-4.30 All staff first aid trained and staff have attending supporting pupils with medical conditions training. Clubs available at a reduced cost	SLT to all also be first aid trained (ST) More than one first aider to be on site to all pupils during extended day to support pupils with medical conditions. (ST)	First aid training to be booked Summer 2022.	SLT	July 22	First aiders in place regularly.
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 in nursery.	PEEP to be in place following CPD from health and safety team.	All to be reviewed by January 2023	SLT	January 2022	Increased number of PEEPS in place.
Yard accessible to all pupils	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.	July 2023	SLT / Caretaker	Sep 2022	Path in place
Improve the delivery of information to pupils with a disability						
Review documentation on website to check accessibility for parents with English	Website audit needs completing.	Alternative versions of documentation and communication in place for parents.	Adaptations made to new starter documentation July 2022	Pastoral manager Office Staff	July 2022	Action plan showing specific adaptations that can be made.

as an additional language/ disability in order to support their child(rens) learning	New starter pack adapted to support increased number of children joining school with EAL.					
--	---	--	--	--	--	--

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 body.

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

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				