

Accessibility Plan



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 and parents

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.

This links with our Academy values of Growth, Love and Over and Above. Within these there are three characteristics that address equality and inclusion:

- We are kind – we show respect to others so they feel valued, we show empathy, we care for each other, we consider other people's feelings.
- We are trustworthy – we show respect, we keep each other safe, we are fair.
- We stick together - we include everyone, we understand others, we help and support each other, we are welcoming, we encourage each other, we show interest in other people's ideas and points of view, we respect other people's beliefs and individuality.

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.

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	Actions to be taken	Responsibility
There are further increased opportunities for SEND learners to have accessibility to all areas of the curriculum	<ul style="list-style-type: none"> - Our school offers a broad and balanced curriculum for all pupils. - We use a range of resources tailored to meet 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 SEND. - Targets are set effectively and are appropriate for pupils with additional needs. - The curriculum is regularly reviewed to ensure it meets the needs of all pupils. - No children are excluded from curriculum activities and opportunities unless specific health and safety concerns are raised and cannot be addressed. 	<ul style="list-style-type: none"> - Each curriculum team to have adaptations for SEND outlined in their curriculum intent, implementation and impact statements. - Train staff on planning for making adaptations for SEND in all areas of the curriculum. - Pupil's personalized learning plan along with reasonable adjustments to be embedded, actively applied and regularly monitored. - Ensure health care plans and EHCP's are followed and targeted work towards outcomes are evidenced. - Out of school activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements 	SLT SENDCo Class teachers
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> - Existing stairs at top of KS1 corridor fitted with a ramp. - Ramp fitted from dining room to the hall - Corridor are wide to allow wheelchair access. - Disabled toilets and shower facilities. - Disabled parking bay. - Classroom layout arranged to support disabled pupils. - All areas are well lit. - Steps are taken to reduce background noise for hearing impaired pupils. Floors are carpeted and pupils are seated appropriately. 	<ul style="list-style-type: none"> - Ramps needed from KS2 playground to allow access and for fire procedures. - KS2 toilet to be altered to include a disabled toilet. - Furniture / equipment to be purchased according to need when a new pupil / disability arises. - Ensure when pupils are off site specific risk assessments and access arrangements are in place for identified children 	Business Manager and Site Manager SLT SENDCo

Improve the delivery of information to pupils and parent/carers with SEND	<ul style="list-style-type: none"> - Range of communication methods used. - Policies available online for ease of access. - Policies and information can be requested in large font etc. - Safeguarding policy displayed with symbolic representations. - Widgit symbols used to support student led conferencing - SEND coffee mornings. 	<ul style="list-style-type: none"> - Formalise fire alarm procedures for any child who is hearing/visually impaired or who has mobility difficulties to have an assigned escort. - Ensure that any family members who are unable to attend school, because of a disability, have access to parent/carer consultations. - To improve pupil, staff and the wider communities awareness of neurodiversity through workshops, newsletters and coffee mornings. 	SLT Class teacher
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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 governing board and the head teacher

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Intimate Care policy

Policy written: November 2023	
Policy review: November 2025	
Policy written by: SENDCO	
Signed:	Date: