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## Accessibility Policy and Plan

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Responsible Person	Amanda Woolcombe, Headteacher
Dated	October 2023
Date of next review	October 2026

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## **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.

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

## **Monitoring arrangements**

This document will be reviewed every three years by the headteacher, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

## **Links with other policies**

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information within the SEN&D Policy
- Supporting pupils with medical conditions policy

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(Signature)

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(Role)

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(Date)

**Action plan**

Aim	Objectives	Timescales	Success Criteria
<p>Increase access to the curriculum for pupils with a disability and be aware of the access needs of all stakeholders; governors, parents, staff and pupils</p>	<p>Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	<p>As required</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school o PEEPs are prepared and reviewed as individual needs change</p>
<p>Improve and maintain access to the physical environment Maintain safety for visually impaired people</p>	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</p> <p>Check flashing beacons that signal fire alarm activation regularly</p>	<p>Annually, and as new children join the school throughout the year</p>	<p>Visually impaired people feel safe in school grounds.</p> <p>Yellow edges and flashing beacons to be monitored as needed throughout the school year.</p>

Aim	Objectives	Timescales	Success Criteria
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	Daily	All disabled personnel and pupils have safe exits from school.
Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school o The gate into the playground can be opened to allow people with mobility issues/ wheelchairs to access the main school building	Ongoing	There is a place for disabled members of staff and visitors to park throughout the school day.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability  Develop guidance on making trips accessible	Ongoing	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports Particularly swimming	Annually	All pupils have access to PE and are able to excel, for example via support from an audit
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school  Ensure there is a way of getting children with mobility issues/ wheelchairs to any inter school events.	As required	Disabled children feel able to participate equally in out of school activities.

Aim	Objectives	Timescales	Success Criteria
<p>Ensure disabled children can move from classrooms to the hall and from building to building. Water block to Wheel block</p>	<p>Make sure all corridors leading are clear of obstructions.  Ensure access to each building for wheelchairs.</p>	<p>Ongoing</p>	<p>Disabled children can get to the hall from the classrooms and also get from one building to another safely</p>
<p>Ensure support staff have specific training on disability issues</p>	<p>Identify training needs at regular meetings</p>	<p>Ongoing</p>	<p>Raised staff awareness and confidence</p>