



GROWING TOGETHER • POSITIVE ATTITUDE • SUCCESS IN ALL WE DO

## Accessibility Plan

Date	July 2022
Last Review	July 2019
Next Review	July 2025

## **Introduction**

Under the Equality Act 2010 schools are required to produce an Accessibility Plan. The purpose of the plan is to:

- Improve 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 pupils fairly and with the up most respect by providing access and opportunities without discrimination of any kind.*

## **Legislation and Guidance**

This document meets the requirements of 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.

## **Links with other policies**

- Health and Safety policy
- Special Educational Needs Information Report (SEND)
- Medical Policy

Access to Physical Environment					
Objective	Activity	Who	When	Success Criteria	Outcome
Assess all access points in school, including ramps and pathways, playground areas, Signage	Visual checks to make sure access is clear, clearing debris. Prioritise areas that need gritting in adverse weather conditions.	Site Manager	Twice daily check at 9am and 3pm	Log any issues Maintain current practice which is audited	Environment is safe
Make sure reasonable adjustments are made to the interior of the building (lift, ramp, disabled toilet)	<i>See Lift Plan (held by site manager)</i>	Site Manager	Quarterly certified by an independent company and audited by the Local Authority	Log any issues Maintain current practice which is audited	Environment is safe
Preventative property maintenance (PPM)(fire drills, emergency bells and lights) Year 5 and 6 staircase, alarms in the disabled toilet	See PPM plan Checking batteries,	Site Manager	Once a month	Log any issues Maintain current practice which is audited Recorded in PPM log book	Environment is safe and Equipment is in working order
Assess/general check of coded entrance side door, car park barrier, disabled toilet, disability ramps	Visual checks to ensure good working order	Site Manager	Daily	Log any issues and maintenance repair as appropriate. Staff to email/contact site manager, complete 'jobs log'	Environment is safe and equipment is in good working order

<b>Access to Curriculum</b>					
<b>Objective</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Success Criteria</b>	<b>Outcome</b>
Ensure school meets requirements set out in the SEND Code of Practice and Disability Act	Review school SEND information report Update on school website	SENCO	Annually	Parents informed of how SEN provision looks in our school	Fully informed parents and staff
To ensure all pupils have an entitlement and access to broad curriculum	Planning for activities to enable all pupils to actively take part	All Staff – Subject leaders	Ongoing	Curriculum polices reflect access to a broad curriculum. Regular monitoring of teaching to ensure all pupils have fair access	All children will learn without discrimination
To review access to school trips and residential	Thorough risk assessments completed and individual needs identified (Health care plans to be consulted)  Individual risk assessments completed for High profile children if deemed appropriate by Class Teacher	All staff	Ongoing – risk assessment completed 2 weeks prior	Adjustments and provisions made in good time so that all pupils can access trips and visits.	Children will have access to trips and residential without discrimination.
Learning aids to be supplied	Discussions with Class Teachers and initial concern forms to inform	SENCO	Ad hoc	Pupils will have access to coloured workbooks, fidget toys, sensory wedge etc to support needs	Reasonable adjustments made for children to access the curriculum

Assess and address pupil's needs.	EHCP target reviewing termly, initial concern forms completed by class teachers, TAC meetings, Parents evening	SENCO/Class Teachers	Throughout the school year	Completing parents evening, staff reminders about using initial concern forms	Pupil needs reviewed and being addressed.
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