

**Accessibility Plan**

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| **Updated By:** M Lees  | **Approved By:** C Johnson  | **Date:** Oct 2021  |
| **Review Interval:** Annual  | **Next Review Date:** Oct 2022  | **Version: 2**  |

# 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.

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site. The Accessibility Plan will be reviewed annually in respect of progress and outcomes. The Accessibility Plan that follows this accessibility policy is structured to complement and support the school’s equality objectives and will be published on the school’s website.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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.

# 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 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 ‘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.

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| Target  |  | Strategies  | Timescale  |  | What will success look like  |
| To be aware of the access needs of disabled pupils, staff, governors and parents.  |  • • • •  | Ensure school staff & governors are aware of access issues (‘access’ meaning ‘access to’ and ‘access from’) Ensure pupils, staff, governors and parents can access areas of school used meetings Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired   | As required  | • • • •   | All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change  |
| Improve safety for visually impaired people  | • •  | Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis  |  Annually, and as new children join the school throughout the year   | • •  | Visually impaired people feel safe in school grounds. Yellow edges to be monitored as needed throughout the school year.  |
| Accessible car parking  |  • •  | Disabled visitors have a place to park in the staff car park near the playground gates into the school The gate into the playground can be opened to allow people with mobility issues/ wheelchairs to access the main school building   | On-going  | •   | There is a place for disabled members of staff and visitors to park throughout the school day.  |

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| Improve and maintain access to the physical environment  |  • • • • •  | Gradual adjustments to new buildings to accommodate different needs, as these are found out Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities   | On-going  | •  | New building accommodates access needs of disabled pupils, staff, governors and parents.  |
| Increase access to the curriculum for pupils with a disability  | •  | The curriculum is reviewed to ensure it meets the needs of all pupils  | On-going  |  • • •  | Resources are tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils Targets are set effectively and are appropriate for pupils with additional needs   |

**4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

# 5. Links with other policies

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

* Risk assessment policy
* Health and safety policy
* Equal opportunities policy
* Special educational needs (SEN) policy