

Accessibility Plan 2023-2026

This plan was agreed by governors.

Committee:	Date:	Next Review Date:
Full Governing Body	Autumn Term 2014	Autumn Term 2017
Full Governing Body	9th November 2017	Autumn Term 2020
Full Governing Body	18th November 2020	Autumn Term 2023
Full Governing Body	16th November 2023	Autumn Term 2026

1. Aims

We strongly believe that all children are entitled, through the provision of quality first teaching, to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition to their next stage

We advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a protected characteristic they have
- Taking steps to meet the particular needs of people who have a protected characteristic
- Encouraging people who have a protected characteristic to participate fully in any activities
- Analysing school data about the performance of groups and individuals to determine strengths and areas for improvement, implement actions in response
- Identifying improvements for specific groups and individuals

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 pupils with a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided Improve the availability of accessible information to pupils or parents with a disability

Pupils and parents will be fully involved in the provision made by the school. The accessibility plan is available online via 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. 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 having a disability 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 pupil with a disability faces in comparison with other 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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers an ambitious supported curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with visible and invisible disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	Teaching staff skills are developed and improved Teachers and Teaching Assistants are able to identify and address potential barriers to learning for vulnerable groups Pupils views are to be sought on barriers to learning Use of ICT equipment supports learning across the curriculum	Continue training for teachers and support staff on meeting SEND needs. Adapt teaching and learning styles to improve teaching and learning for learners with disabilities. Policies, curriculum planning and schemes of work will all consider access. Pupils and teachers have access to specialist support and pupil voice to be heard Training in Makaton, Dyslexia, ASD , Speech Language & Communication Needs Ensure appropriate specialist equipment is available to support children with disabilities (as recommended by external agencies)	SENDCo DHT All staff All staff SENDCo SENDCo SENDCo	Ongoing Ongoing As reviewed As needed Ongoing	CPD is relevant and has an impact Pupils able to engage, participate and achieve regardless of their individual needs. Pupils access the correct, specialist equipment. Pupils make progress

	Ensure all PE provision is accessible to all		Use ICT to support learning across the curriculum Intervention programmes available to support pupils who have additional learning needs Consultations with and referral to a range of external agencies e.g. Speech and Language Therapists, Occupational Therapist Training for staff to administer medicines e.g. epipens or to deal with medical conditions Consultations held with parents and carers on a termly basis All school activities are planned to ensure the participation of the whole range of pupils	DHT Class teachers SENDCo Lead First Aider - MH SENDCo Class teachers	Reviewed termly As needed Annually Termly Ongoing	Risk assessments show inclusion
Improve and maintain access to the physical environment	*The environment has been adapted to the needs of pupils as required.* *This includes:*	Ensure that all required areas of school building are accessible for all children and adults.	Willow Class –Art/Cooking/ DT room is upstairs: access for all to be considered should there be children unable to access the upstairs of the school	Class Teacher	When the child starts school or new	Child able to access the curriculum/ club.

	• *Ramps with wheelchair access to the School Office & Library* • *Adequate corridor width* • *Disabled parking bays* • *Disabled toilet and changing facilities* • *Handrails on staircases* • *Personal Emergency Evacuation Plans for pupils with difficulties in place* • *Large cubicle within the children's toilets*	To ensure any recently built and future new build projects are physically accessible to all Ensure that the medical needs of all pupils are fully met within the capabilities of the school Arrangements are made to ensure that children with broken limbs/ injuries are appropriately supported	thenreasonable adjustments will be made SBM to consider this at the design stage of all future projects Liaison with School Nursing Service Health Care Plans in Place for pupils with complex medical conditions Training provide by outside agencies for Diabetes, Epilepsy and Epipen and other specific conditions currently in school. Risk Assessments with adaptations as appropriate	School Business Manager School Nurse Lead First Aider - MH EVC/ CT	school year At the design stage of any project On entry / new condition diagnosed Annually if needed As required	Building is accessible to all. Adjustments in place so that pupils with physical disabilities can access in line with their abilities Pupils with medical needs able to access education with reasonable adjustments Pupils are able to access the curriculum and remain

						included in school life
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Hearing Equipment (case by case basis)* • *OT & sensory equipment* • *Visual , Pictorial or symbolic representations*	All pupils will have access to the curriculum	Additional adult support provided for pupils where specific needs have been identified Specialist support is used as recommended by external agencies	SENDCo	Ongoing as need arises	Staff are confident with use of specialist equipment Pupils are able to access the curriculum

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. This Plan will be approved by the governing body.

5. Links with other policies

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

- Equalities 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, completed September 2023

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys with no lift/evac chair	Children with mobility issues to be based in a classroom downstairs. Consideration given to accessing clubs etc in Willow class	Head Teacher Club leader	Each summer term As required
Corridor access	Wide corridors with no blockages	None	All staff to maintain	Daily checks
Lifts	None on site. Reviewed with LA in 2016 & advised no funding exists to install a lift. Explored the option of a stairlift but was advised against it on ongoing reliability issues as well as cost.	No further action can be taken at this time	HT /SBM	Review as required
Parking bays	. Studio car park has one marked disabled parking bay as well.	None	Office	Rolling monitoring and maintenance
School gate	Heavy gate might be difficult to push/hold open. Has been reviewed by the maintenance company and cannot be made lighter.	Staff to go and hold open doors for access if required.	Office & Site staff	As required

Entrances	Five + Kitchen into school. Doors can be opened wide for wheelchair access. Steps by the school front door should have contrasting paint applied to the nosing on the steps and handrail.	Staff to go and hold open doors for access if required. Paint to be applied to the edges	All Site staff	As required October 2023
Ramps	Yes to Office; Library, Hall & Studio	None	Site staff	Rolling monitoring and maintenance
Toilets	Lower floor and one set for children set upstairs. Large gender neutral/ disabled toilet facility downstairs and one large cubicle for the children	None	Site staff	Rolling monitoring and maintenance
Reception area	Open plan & has Loop Induction facility.	None	Office	Rolling monitoring and maintenance
Staffroom	The staffroom does not have low level access to equipment. This would be reviewed and an alternative zone created to meet any future need.	No further action can be taken at this time	HT /SBM	Review as required
Internal signage, Fixtures & Fittings	Fire signage all visual & checked as part of H&S audit 2019 Internal location signage around the school could be improved Stairwells to have markers to identify when a person is at the bottom of a run of stairs	None Room signage in the corridors to be replaced and more prominent Handrails to be fitted with glue dots or Velcro to signify the end of the hand rails	Site staff Office staff Site staff	Rolling monitoring and maintenance October 2023 October 2023

Emergency escape routes	All annotated on room plans in every room. PEEP in place for those who need it and known by Lettings No visual fire alarm is fitted however should there be any individuals requiring such a system this would need to be put in place for them as required.	None	HT / SBM	Review as required