



## **Accessibility Plan**

## 1 Context

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. This requires all schools and LEA's to plan to increase the accessibility of schools for disabled pupils.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Co Headteachers and other relevant members of staff.
- Governors.
- External partners.

**Legal Framework** This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

#### Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- The headteacher will be responsible for:
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.
- Staff members will be responsible for:
- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

#### The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning Duty 1: Curriculum

	<b>Situation at present</b>	<b>Action/Objective</b>	<b>Timescale</b>	<b>Persons involved</b>	<b>Monitoring</b>
Differentiation of curriculum	Children with disabilities (both physical and emotional) have all been identified and measures in place to ensure equal access to the curriculum, through adaption, training of staff and monitoring	Annual audit of provision and training accessed to ensure a continuous provision for all children with needs. Ongoing monitoring as needs arise.	Annual audit	SENCO and Co-Headteachers SEN governor All governors All staff	All monitoring visits include a question round equal access for children with SEND Updates with SEND governor
Pupil independence and responsibility	Children with disabilities/specific needs are identified.  All class teachers use adaptations of the curriculum to build skills for life. They encourage pupils to develop independence and have high aspirations for the future.	To ensure up to date training for all staff  Subject leaders ensure curriculum is suitably adaptable  Class teachers adapt their class curriculum to meet the needs of pupils.  Class teachers and other staff promote pupil independence and responsibility within school as appropriate.	Annual audit	SENCO and Co-Headteachers SEN governor All governors All staff Subject leads	Class teachers monitor individual pupils  SENCO monitors SEN provision  SLT and SEND Governor monitor all the above
Aids and strategies for inclusive practice	All relevant aids and strategies are being used.	Teachers fully aware of options to optimise strategies of inclusion.	Termly	Co-heads and SENCO, SEND Specialist	SEN provision and SLT and SEND Governor routine monitoring.

	<b>Situation at present</b>	<b>Action/Objective</b>	<b>Timescale</b>	<b>Persons involved</b>	<b>Monitoring</b>
		Class teachers are able to be proactive in making appropriate adjustments and have access to appropriate resources and training		Services, SEN Governor and all staff	
Classrooms are optimally organised to promote the participation and independence of all pupils  Movement throughout whole school?	All staff (Teachers and TAs) are aware of individual needs of children at the start of the academic year. Classrooms set up accordingly and reviewed– using preferred layout of furniture and equipment to support the learning process in individual class bases.	Ensure PAN is adhered to, to allow sufficient space in classrooms for optimal organisation  Class teachers to review effectiveness of classroom layout throughout the year.	Termly	All staff SENCO	SEN provision and SLT and SEND Governor routine monitoring. Governor class visits
Communication	Communication with parents of pupils with special needs is continual and ensures effective collaboration between home and school.	EHCP plans – are in place and actioned. EHCP reviewed annually. Individual learning plans are shared and reviewed with parents. Class teachers telephone identified pupils’ families at the start of at the start of and regularly throughout the school year. Parents are given timely updates	Termly Annually  Termly  Termly  Ongoing	All staff SENCO Parents	SEN provision and SLT and SEND Governor routine monitoring.

	<b>Situation at present</b>	<b>Action/Objective</b>	<b>Timescale</b>	<b>Persons involved</b>	<b>Monitoring</b>
	A triage system is in place for updates/communication and handovers with parents at the beginning and end of day, and emailed/telephoned information	<p>as necessary. SENCO holds regular meetings and issues newsletter articles to disseminate updates to parents.</p> <p>Urgent messages from parents are immediately passed to the class/teacher or other appropriate staff member, and a timely response is made.</p> <p>Non-urgent messages from parents, including requests for meetings, is passed to the appropriate staff member, and a timely response is made.</p> <p>The school triage referral system is reviewed after trial period.</p> <p>Information is passed around the school at staff meetings and staff regularly updated by SENDCo as needed.</p>	<p>Termly As needed</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer Term</p> <p>Ongoing</p>	<p>Office</p> <p>Office All staff</p> <p>SENCO? All staff</p>	
Out of school activities	<p>Out of school activities are planned to ensure the participation of all pupils.</p> <p>Activities are conducted in an inclusive</p>	<p>Policy on school trips includes requirement to ensure full participation.</p> <p>Planning and risk assessment ensures reasonable adjustments</p>	<p>Yearly</p> <p>Ongoing</p>	<p>Staff members planning and taking part in trips SLT</p> <p>Trained member of staff reviews risk</p>	<p>Governors review the policy</p> <p>SLT review activity plans</p> <p>SEN provision and SLT</p>

	<b>Situation at present</b>	<b>Action/Objective</b>	<b>Timescale</b>	<b>Persons involved</b>	<b>Monitoring</b>
	environment with providers that comply with all current and future legislative requirements.	are safely made to enable participation.  Staff planning trips confirm that providers comply legislative requirements. (HOW – view certificates? Professional bodies?) View related documentation from provider	Ongoing	assessment  SEND Governor monitoring annually	and Governor routine monitoring.
Training for awareness of Disability issues	Training is being continuously provided to meet the needs of all children with specific needs. This is ongoing.	Whole school community is made aware of the issues relating to access.  Regular reminders are given of available courses  Best practice is shared at staff meetings	Termly - planning, training as necessary  At weekly staff meetings	Co-heads and SENCO, Specialist Services, SEN Governor and all staff	SEN provision and SLT and Governor routine monitoring.
Continuing improvement		When procuring new resources, review accessibility	Ongoing	All staff	SEN provision and SLT and Governor routine monitoring.



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 Planning Duty 2: Physical Environment
**Access**

- **Does** there appear to be space to make reasonable adjustment to allow for mobility issues
- Are all areas accessible

**Lighting**

- **Does lighting appear adequate, with good visual contrast in most areas**

	Access	Lighting	Action/Objective	Timescale	Persons involved	Monitoring
Main entrance	Gate latch may be too high – call bell available to ask for help					
Entrance and reception	Y	Y				
Hall	Y	y				
Kitchen areas			Review (with caterer) before employment of any staff member where reasonable adjustment may be needed	As needed On major refurbishment		
Passageways	Cramped outside Red class	y	Consider replacing bookshelves with taller, narrower shelving to make more space			
Library	Y	y				
Classrooms	Space – when classes down to PAN, OK  Doors - hinge covers may restrict width	y	Bring class sizes down to PAN  Confirm effective door width with current hinge covers – if inadequate, investigate alternatives	Ongoing  Autumn '23	SLT  SENCO	Governors  SEND Governor
Toilets	Disabled toilet near reception	Y	-			

	<b>Access</b>	<b>Lighting</b>	<b>Action/Objective</b>	<b>Timescale</b>	<b>Persons involved</b>	<b>Monitoring</b>
	Other toilets – very narrow stall doors may restrict access  2 <sup>nd</sup> disabled toilet in Red class currently used as store room		No reasonable modification feasible, use alternative disabled toilets  Plan for alternative storage, so this toilet could be brought into use within days if needed  Consider how to make disabled toilet available to other classes	Spring 2024  On major refurbishment	SENCO, SLT	SEND Governor
Grounds & Play areas						
Audio			Review how provision could be made for hard of hearing	2023/24	SENCO, SEND Governor	SLT, Governors
Light switches, power outlets and emergency alarm buttons						
Emergency exits			Confirm effective door width with current hinge covers – if inadequate, investigate alternatives	Autumn '23	SENCO	SEND Governor
Steps and ramps	Threshold in Yellow class – reduce step			At next refurbishment		
Blinds, window coverings						
Decoration						
Exterior lighting			Review in poor lighting	Autumn '23/	SENCO, SEN	SLT, Governors

	<b>Access</b>	<b>Lighting</b>	<b>Action/Objective</b>	<b>Timescale</b>	<b>Persons involved</b>	<b>Monitoring</b>
				Spring '24	Governor	
Continuing improvement			Review provision for calm areas	2023/24	SENCO, SEND Governor	SLT, Governors

## Planning duty 3: Information

	<b>Situation at present</b>	<b>Action/Objective</b>	<b>Timescale</b>	<b>Persons involved</b>	<b>Monitoring</b>
Availability of written information in different formats	Format and presentation can be altered on computer, and iPad (Colour of papers, character size) where necessary Verbal communication by phone or in person to visually impaired.		As required		
School information, website, newsletter	As above School Office staff respond to individual requests.	Promote availability of different formats on request for those that require it. Highlight this at new Intake evenings.	Ongoing	Office Co-heads	Co-heads
Awareness of good communication	Staff advised of any accessibility needs at Staff training events	Remind staff of the importance of communication channels regularly	Staff meeting	Staff	Co-heads
Continuing improvement		Review how provision could be made for hard of hearing	2023/24	SENCO, SEND Governor	