

Dean Field

Community Primary School



Accessibility plan

Approved by: Fiona Pether

Date: September 2018

Last reviewed on: September 2021

Next review due by: September 2022

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit.....	6

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 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.

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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Ensure the curriculum is reviewed regularly to ensure it is meeting the needs of all pupils, particularly those who need additional support to access the curriculum.	Review the curriculum at the end of each academic year.	Emma Clay SENDco in liaison with Katie Fudge Curriculum Lead	September 2021 September 2022	The curriculum will take into account all pupils' needs.
Improve and maintain access to the physical	The environment is adapted to the needs of pupils and/or staff as required.	Ensure the physical environment is maintained and adapted	Additions or amendments to the physical environment to	Facilities Manager.		The physical environment will be accessible to all.

environment	<p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	where appropriate for any pupils with additional needs or disabilities.	take place as and when necessary by site staff.	Caretaker		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 		Amendments to methods of communication to be made as and when needed.			

4. Monitoring arrangements

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

It will be approved by the headteacher.

5. Links with other policies

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

- Risk assessment 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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	N/A		
Corridor access	One corridor through school. Wide doors which can be accessed with a wheelchair.	N/A		
Lifts	N/A	N/A		
Parking bays	Enough parking bays for all staff. Disabled parking bay. Pupils that need access to the car park for ease of access can have it on request.	Office to be made aware as and when necessary when a pupil needs access to the car park.	Headteacher	When needed.
Entrances	School can be accessed via the main entrance. Playground is accessible via a set of steps/ramp.	Make provision for any pupils/parents who can't access the playground due to the steps. Check the main entrance door to school would accommodate a wheelchair – if not provide an alternative route/door.	Headteacher	When needed.

Ramps	<p>One to the main entrance which can be accessed by wheelchair users.</p> <p>One to the outdoor classroom area in the playground.</p>	<p>Ensure the ramps are clear of debris and accessible.</p> <p>Consider putting in a handrail.</p>	Caretaker	Part of their daily maintenance.
Toilets	Disabled toilet	N/A		
Reception area	Disabled toilet accessed from main reception area.	N/A		
Internal signage	Pathways and routes are all signed through school.			
Emergency escape routes	All are clearly visible and signed and are on our fire plan which is displayed around school.	<p>Ensure all new staff receive training on where the emergency escape routes are in various parts of the school.</p> <p>Ensure any visitors to the school are made aware of the emergency escape routes.</p>	<p>Headteacher</p> <p>SBM</p> <p>Caretaker</p>	<p>September 2021</p> <p>When needed.</p>