



Accessibility Policy

Approved by: Governing Body

Date: September 2023

Next review due by date: September 2026

Contents

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

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

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 vision is applied across all policies and guides our work: **Loving God - Serving others - Flourishing together**. Our school values are extremely important in supporting and guiding us in our actions and interactions with others. Our school values are verbs. They are things we do to help us live out our vision, to: **Respect, Aspire, Rejoice**. This policy has the school vision and values at its heart and is rooted in a philosophy enabling all children to flourish together.

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-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 disabilities faces in comparison with a pupil without disabilities. 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.

Improving teaching and learning lies at the heart of the school's work.

Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs through waves of support in mixed ability, inclusive whole class teaching. Our vision includes the words 'Flourishing together', and at our core, we Aspire that all children are enabled to participate fully on the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

TARGET	STRATEGIES	TIME-SCALE	RESPONSIBILITY	SUCCESS CRITERIA
Increase confidence of all staff in adapting the curriculum to match the needs of all learners	Be aware of staff training needs on curriculum access. Focus on Deaf awareness training, Dyslexia friendly provision, ASD support	Ongoing	Inclusion Coordinator	Raised staff confidence in supporting children with a variety of needs, through in-school CPD
To continually evaluate the deployment of TA's to support children's access to the curriculum, as well as pupil access to teacher time and quality first teaching	Review needs of pupils within each class and allocate staff accordingly. Ensure staff skills are matched to pupils' needs	Ongoing	SLT	Pupils' needs are effectively met through considered deployment of skilled support staff
All Educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness	As required	Learning Outside the Classroom leader	All pupils in school able to access all educational visits and take part in a range of activities

Improving access to the physical environment of the school.

This plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main building to accommodate accessibility requirements. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

TARGET	STRATEGIES	TIME-SCALE	RESPONSIBILITY	SUCCESS CRITERIA
The School is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process	As required. Induction and ongoing if necessary	SLT & Site Manager	Plans in place for disabled pupils, and all staff aware of pupils needs. All staff and Governors feel confident their needs are met. Access issues do not influence recruitment and retention decisions
Improve external and internal environment access for visually impaired people	Renew external markings. Regular maintenance throughout the building	Ongoing and as required	SLT & Site Manager	Visually impaired people feel safe in school grounds and in school buildings
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	SLT	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA HI and VI advisory teachers	Ongoing	LA HI & VI advisory teachers in conjunction with Inco	All children have access to the appropriate environment

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. This information should take account of pupils' disabilities, pupils and parents preferred formats to be made available within a reasonable timeframe.

TARGET	STRATEGIES	TIME-SCALE	RESPONSIBILITY	SUCCESS CRITERIA
Continually review information to parents/carers to ensure it is accessible	Provide information and letters in clear print, in "simple" English. School Office will support and help parents to access information and complete school forms	During induction Ongoing	School Office IT Technician	All parents receive information in a format that they can access. All parents understand what are the key points of school information
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia friendly resources	Ongoing	SENCO & Class Teachers	Staff use dyslexia friendly strategies to produce clear teaching aids and resources
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included

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 Resources Committee of the governing body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs & Disabilities (SEND) information report
- SEND Policy
- Supporting pupils with medical conditions policy

6. Adaptations already in place

Approaching the school:

The car park is level, there are two accessible disabled bays in front of the school and two for parents in the main car park. There are two zebra crossings marked in front of the school.

Entering the school:

Generally, there are flat entrances and wide doorways for access, however, the front door is up a significant slope and not easily accessed by wheel chair. The KS1 and 2 doors also have metal lips to get over.

There is an intercom in the office to gain attention of staff.

There is improved flood-lighting at the KS1 and KS2 doors (Aug 23).

Using the school: Generally very accessible.

Generally:

Short ramps have been colour coded to identify them

Classrooms, lever taps for sinks.

Each classroom door has a clear vision panel.

Ramps to hall

Doors accessible.

All lessons accessed.

All trips accessed.

Swimming pool accessed with hoist.

First floor areas are equipped with regularly maintained stair-lifts

Complaints

Any complaint related to this plan will be dealt with through the school's complaints procedure.

Policy Review and Ratification

The Accessibility Plan has been carefully considered and ratified by the Board of Governors at its meeting 28 September 2023.

This Plan will be monitored by Governors and reviewed every 3 years, with the next review taking place during September 2026, following an accessibility audit of the school.

This review will be brought forward should any changes in protocol be recommended by either the Department for Education or the Local Authority.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated 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 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.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>To work closely with outside agencies where necessary e.g. Speech and Language, SEND provision</p>	<p>N/A. Everything accessible to all. All school trips adapted to all children's needs. Swimming available to everyone</p>	<p>INCO/SLT/Teachers</p>	<p>As required</p>	<p>All children able to access all areas of the curriculum and work towards attaining age related expectation</p>
<p>Improve and maintain</p>	<p>The environment is adapted to the needs of pupils as required.</p>	<p>Office:</p> <ul style="list-style-type: none"> To make better access 	<ul style="list-style-type: none"> The gradient of the ramp 			<p>Better access to</p>

<p>access to the physical environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Induction loop • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Writing slopes on desks 	<p>to the front door of the school</p> <ul style="list-style-type: none"> • Reduce the height of the reception desk • Induction loop sign installed • Compliant ramp to swimming pool door • Chairs in staffroom with arms 	<p>needs reducing</p> <ul style="list-style-type: none"> • The door opening force needs reducing • Consider placing a ramp into the swimming pool (yet not practical) 	<p>Site Manager/SBM</p>		<p>the school</p> <p>Improved access to the swimming pool</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Colour-tinted print resources</i> • <i>Dyslexia friendly resources</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> • <i>Visual timetables</i> 	<ul style="list-style-type: none"> • Induction loop and signage in the hall • New signage package being reviewed at FOH 		<p>Site Manager/SBM</p>	<p>ASAP, replace existing one.</p>	<p>Reinstate hall loop</p>

Appendix I: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Good			
Lifts	Good			
Parking bays	Good	Re-paint on markings – to be made clearer, quotes for works being reviewed.	Site Manager/SBM	
Entrances	Front entrance needs adaptation	Signage to be put on the front to alert people to call for help if necessary.	Site Manager/SBM	Dec'23
Ramps	Front entrance needs adaptation, swimming pool ramp	To be reviewed, yet dependent on the refurbishment of the pool.		Sept'23
Toilets	Good			
Reception area	Good			
Internal signage	Good			
Emergency escape routes	KS2 needs hardcore surfacing	To be reviewed by premises governors annually – was reviewed yet too costly	Site Manager/SBM	Annually