

Accessibility Plan

Pattishall CE Primary School



Approved by: Resources Committee

Date: November 2019

Last reviewed on: November 2019

Next review due by: November 2022

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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.

We endeavour to achieve maximum inclusion of all children (including vulnerable learners).

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.

As part of the Northamptonshire Local Authority, we access support from Occupational Therapy and maintain links with appropriate external agencies.

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 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.

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 |
|--|---|--|---|--|--|--|
| <p>Increase access to the curriculum for pupils with a disability.</p> | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> | <p>SENd considerations to be at the centre of our curriculum design</p> <p>To ensure all appropriate resources are in place</p> <p>To develop culture of diversity and inclusion in our school</p> <p>To ensure curriculum resources include examples of people with disabilities.</p> | <p>SLT to plan SENd into curriculum map/ diagram</p> <p>Resources audit</p> <p>HJB plan Fairfields inclusion project</p> <p>Planning to consider the range of diversity in resourcing</p> | <p>SLT</p> <p>HJB</p> <p>HJB AH</p> <p>HJB All staff</p> | <p>January 2020</p> <p>May 2020</p> <p>July 2020</p> <p>April 2020</p> | <p>All pupils with disabilities have the appropriate equipment in order to enable them to fully access the curriculum.</p> |

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|--|---|--|---|------------------------------------|--|--|
| <p>Improve and maintain access to the physical environment</p> | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled parking bays</i> • <i>Disabled toilets</i> • <i>Library shelves at wheelchair-accessible height</i> | <p>To improve play/ outdoor facilities for children with disabilities.</p> <p>To develop learning environments</p> | <p>School to investigate outdoor equipment</p> <p>School to price table lighting/ standing tables.</p> | <p>HJB</p> <p>HJB EM</p> | <p>July 2021</p> | <p>Pupil feedback will show that pupils feel safe and comfortable in their learning environment.</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.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Sound buttons/ recording devices</i> • <i>Large print resources</i> • <i>Use of ICT</i> | <p>To develop signage around school</p> | <p>Labels etc in classrooms and shared areas to include pictures and symbols</p> <p>Consider braille on official H&S signage.</p> | <p>HJB All staff</p> <p>EM</p> | <p>September 2020</p> <p>July 2022</p> | <p>Displays in classrooms will have alternative means of communication.</p> <p>Those with disabilities will report that they are able to engage with the signage easily.</p> |

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 on behalf of the Governing Body](#).

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 stories | 2 | School to investigate cost of stair lifts or other access arrangements | EM | 2022 |
| Corridor access | Wide corridor access | Ensure corridors are kept clear at all times | All | On-going |
| Lifts | none | NA | NA | NA |
| Parking bays | 1 disabled space | Remind parents not to park in the disabled space/ staff car park | Admin | On-going |
| Entrances | Entrances are wide enough for wheelchair access. | Ensure that all entrances are kept clear to allow ease of access. | All | On-going |
| Ramps | Playground and most classrooms have ramps | Ramp to be installed in Year 4 classroom. Consider arrangements for Year 5 classroom and wheelchair feasibility. | SENDCo | By Sept 2020 |
| Toilets | 2 disabled toilets 1 hoist | Ensure regular servicing of equipment | Admin | On-going spreadsheet |

| | | | | |
|-------------------------|--|--|---------|-----------|
| Reception area | Narrow 'air lock' into foyer. | Ensure that the coffee table doesn't impede access. | Admin | On-going |
| Internal signage | H&S signage - Compliant Classrooms | Consider braille / larger signage for the visually impaired. Displays to be inclusive, using a variety of means of communication. | EM | July 2022 |
| Emergency escape routes | Easily accessible, clearly labelled and monitored. | Ensure that all escape route doors are kept clear and open easily, outwards. | EM / BC | On-going |