

Accessibility plan

Woodthorpe Community Primary School



Approved by: [Name]

Date: [Date]

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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.

Learning together we will...

Understand and accept the rights and responsibilities of being citizens of the future

Be able to adapt to new challenges and offer **enterprising** solutions

Be **active** contributors to the wider community

Be **ambitious** and take **pride** in our achievements

Achieve high standards in all areas of the curriculum

Develop ourselves as **courageous, self motivated, independent** and **collaborative** learners

Value and care for others in the local community and the wider world

Achieve our full potential as well rounded individuals

We will discover, value and enjoy our diverse society

...Learning 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, 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 school governors.

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 curriculum that is accessible to all students in our care. The curriculum is designed as such that the interests and needs of ALL pupils are catered for.</i></p> <p><i>The progress of all children is tracked and monitored regularly, including those in vulnerable groups. Targets are set effectively for children with specific needs and assessed each half term.</i></p> <p><i>Visits, both residential and day, are planned in order that ALL pupils can be included.</i></p> <p><i>Extra Curricular Activities available and accessible to those children with additional needs</i></p>	<ul style="list-style-type: none"> • To ensure that pupils with disabilities are making progress in all areas of learning, which is in line of that of their peers. • To ensure that all children participate in Educational Visits • To increase the % of children who participate in Extra Curricular Activities 	<ul style="list-style-type: none"> • Curriculum is differentiated and resources are provided to ensure all pupils can access learning • Special arrangements on visits are made in order to ensure full participation • Provision of specific activities adapted to existing activities 	<p>SENCO/Class teachers/ KS Leaders</p> <ul style="list-style-type: none"> • Class teachers, SENCO, KS Leaders • PE Leader 	<p>July 2019</p>	<ul style="list-style-type: none"> • Progress of children with SEND will be good and where appropriate in line with their peers • Increased participation of ALL children with SEND • Increased number of children in extra Curricular activities

<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>lifts</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	<p>Where appropriate adaptations are made to support pupils with disabilities</p>	<p>Termly monitoring and environment inspections</p>	<p>GS/Governors</p>		<p>All children will be able to access the school 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>Internal signage</i> • <i>Large print resources</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	<p>Where required, adaptations are made in order that all pupils can access information effectively. Eg. Ipad for JJ- visually impaired (Y1)</p>	<p>SEN reviews</p>	<p>Class Teacher/SENCO</p>		<p>All children with a disability will be able to access information throughout school</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 governing board and 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	School is built on two levels- Ground/First Floor	No Issues, Lift access and access available from both levels	GS/Govs	
Corridor access	Majority of corridors are double width access	No Issues. Areas maintained and generally free from obstacles	GS/Govs	
Lifts	1 goods/passenger lift from ground/1 st floor (corridor 027)	None	GS/Govs	
Parking bays	X13 bays x 2 disabled bays Overspill parking available	None	GS/Govs	
Entrances	All classrooms have external doors 1x main entrance to school 4 x double door communal exits from corridors- accessible from both levels	None	GS/Govs	
Ramps	N/A			

Toilets	5x children's toilets 2x boys 2x girls 3x staff toilets 3 x disabled toilets 1 x unisex	NONE	GS/Govs	
Reception area	Open plan reception area with security access to main school	NONE	GS/Govs	
Internal signage	Various internal signage including fire evacuation plan for emergency access	Review signage	GS/Govs	
Emergency escape routes	All rooms accessed by two main corridors which are the main escape routes, protected by fire doors. Classrooms have individual exits for evacuation	NONE	GS/Govs	