



Accessibility plan

January 2019 - 2022

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(has been adapted to meet the requirements within schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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Expanding our Horizons with Contagious Enthusiasm

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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 are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and IEB members of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. 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. We work with the St Ives Cluster of schools and regularly have agenda items linked to improving education for all learners sharing practice, as well as the Local Authority to share ideas, make improvements and share advice to ensure the accessibility of the building and curriculum for all children.

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 complete to	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<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> <p>Children with SEND are</p>	<p>Collective worship resources include examples of people with disabilities.</p> <p>A culture of awareness, tolerance and inclusion is fostered among the MDS team.</p> <p>Subject leaders will have these children set up as a group to track progress</p> <p>Undertake staff training linked to assessment.</p>	<p>Disability fully taken into account when planning CW</p> <p>Receive requests for additional resources, receive SEND and subject leaders reports to allocate additional resources where necessary</p> <p>SENDCo to monitor all provision for SEN children</p> <p>Monitor SEND children and check access to whole curriculum and whether any additional resources need to be purchased.</p> <p>Write and evaluate individual programs for children attending SC</p>	<p>Head of School</p> <p>HoS</p> <p>SENDCo</p> <p>SENDCo, Subject leaders and class teachers</p> <p>SENDCo, CT's and support assistants</p>	<p>Ongoing</p> <p>Ongoing as needs arise</p> <p>Weekly release days</p> <p>Ongoing</p> <p>Half termly and adjust as and when necessary</p> <p>Summer term</p>	<p>Children will access all aspects of the curriculum</p> <p>Provision is tailored meeting the needs of all learners</p> <p>Resources are carefully utilised to support all learners</p> <p>All children make good progress from their starting points</p>

	<p>actively encouraged to take part in after school clubs</p> <p>Personalised Risk assessments for children with medical needs</p> <p>Sensory circuits program runs every morning to support individual SEND children</p> <p>Robust handover between settings so that staff have a clear picture of the needs of all children</p>		<p>MDS training</p> <p>Pivats assessments used for those children working below NC levels</p>	<p>HoS and PHSE service, play leader</p> <p>Class teachers and support staff with support from SENDCo</p>	<p>2019 after impact analysis from MDS training in aut/spr term</p> <p>Spring term 2019</p>	
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps at the front and ASC entrance door Corridor width Disabled parking bays Step stools used in toilets Hand rails 	<p>Disabled toilets will be easily identifiable</p> <p>All flooring will be secured to avoid any trip hazards by any children/adults</p> <p>Key stage 1 toilets will be refurbished</p> <p>Inventry system to be on a pivot arm so can be moved allowing children/parents and visitors in wheelchairs to sign in easily</p>	<p>Health and Safety committee set up</p> <p>Health and Safety to meet regularly with accessibility planning on each agenda</p> <p>Seek quotes to improve the KS1 toilets</p> <p>Obtain quotes for replacing sections of vinyl flooring</p> <p>Agree action to improve toilets in KS1</p> <p>Disabled sticker on staff toilet door</p> <p>Contact Inventry to see what</p>	<p>HoS</p> <p>H&S committee</p> <p>Finance officer/CCPM</p> <p>CCPM/Site manager/Finance manager</p> <p>IEB</p> <p>Site Manager</p>	<p>October 2018</p> <p>See minutes - ongoing</p> <p>Spring term 2019</p> <p>Spring 2019</p> <p>Spring 2019</p> <p>Summer 2019</p>	<p>KS1 toilets are accessible for all children</p> <p>Adult disabled toilet is clearly identifiable</p> <p>All visitors can access the school sign in system</p> <p>Flooring is secured in all areas of the school</p>

			adjustments can be made for wheelchairs users to move the system to a lower height	Office staff	Summer 2019	
Improve the delivery of information to pupils and stakeholders 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 • Additional speech and language support • Large print resources • Hearing loops • Pictorial or symbolic representations 	<p>To review and adapt documents to facilitate the use of information for those with disabilities, as necessary.</p> <p>To ensure that any IWB and ICT resources take into consideration pupils needs</p> <p>Make alterations to the website and social media sites to ensure accessibility for all users.</p> <p>To review the open plan spaces in Key Stage 2 for children with HI</p>	<p>Make large print versions of text available as needed.</p> <p>To adapt the school website so that large print versions are available of school communications.</p> <p>Large print versions of any shared documentation form the main office</p> <p>Staff training for speech and language</p> <p>Measure the positive/negative impact of open plan KS2 space for children with HI</p>	<p>Office staff/ ICT support</p> <p>Office team</p> <p>S and L Team from START team</p> <p>Governing Body and SLT</p>	<p>Autumn 2019</p> <p>Autumn 2019</p> <p>Spring 2019</p> <p>Summer/Autumn 2019</p>	<p>Documents are available in large text versions.</p> <p>The website supports those who require larger or smaller text.</p> <p>Staff are confident to communicate more effectively with children who have communication difficulties</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 Body in close liaison with the Head Teacher, class teachers and SENDCo

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

This policy was ratified on

and will be reviewed on

Signed by the Headteacher

Chair of Governors

Designated Safeguarding Lead

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				