



Accessibility plan

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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 aim to be a fully inclusive school by catering for the uniqueness of each child.

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.

The school will work with Wokingham Borough Council to audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.

The school will seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice.

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.

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><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 resources include examples of people with disabilities.</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 in accordance with their SEN plan.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	All staff to be up to date on training for understanding the barriers to learning created by disabilities and to effectively plan to ensure access to the curriculum.	<p>Update training on Autism.</p> <p>Understanding of the impact of anxiety in pupil learning.</p>	<p>SENDCo and CPD Lead</p> <p>SENDCo and CPD Lead, ICT technician.</p>	<p>July 2019</p> <p>December 2018</p>	<p>Pupils on the Autistic spectrum in school are well supported and have good attainment and progress.</p> <p>Pupils who require emotional support for anxiety develop a good growth mindset and resilience enabling them to have good attainment and progress.</p>
Improve and maintain access to	<i>The environment is adapted to the needs of pupils as required.</i>	All areas of the school are adapted well to suit	Annually review access to outdoor learning area	Head teacher, Site controller,	July Annually	Access meets the needs of pupils in all

<p>the physical environment</p>	<p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Furniture Adaptation</i> 	<p>the needs of the pupils, staff, parents and other users with disabilities.</p>	<p>in EYFS.</p> <p>Annually review access between Year 1 and the rest of the school.</p> <p>Accessibility to be included annually as part of the health and Safety Building and grounds audit.</p>	<p>Health and Safety Governor.</p>		<p>areas of the school.</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>Large print resources</i> • <i>Induction loop in the hall</i> • <i>Pictorial or symbolic representations</i> • <i>Adult support</i> 	<p>Staff awareness of sensory impairments of pupils in their class and adaptations made.</p>	<p>Good transition arrangements at the end of each year for passing on information.</p> <p>Advice sought from sensory consortium when required.</p>	<p>Class teachers, SENDCo.</p> <p>SENDCo.</p>	<p>July Annually</p> <p>On-going</p>	<p>Consistency of support for pupils.</p> <p>Pupils with sensory disabilities have their needs well met.</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.

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
- SIDP
- SEND policy
- Curriculum Policies

Appendix 1: Accessibility audit

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				
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