

# Accessibility plan

## Holystone Primary School



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Primary School

**Approved by:** S Baines/J McColl

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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.

- To ensure that all pupils have equal access to a broad, balanced and differentiated curriculum.
- To provide access to the curriculum for disabled pupils without disadvantaging the education of other pupils in the school.
- To ensure disabled pupils can participate fully in extra-curricular activities, clubs and school trips.
- To continue to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and to improve the availability of accessible information to any disabled person.
- To challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
- The Accessibility Action Plan is included as an Appendix to this document.

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 governors, parents and staff.

## 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>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.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Short term – continue to monitor accessibility to curriculum offer for range of existing needs – ASD, Dyslexia.</p> <p>With SEND team use Target Tracker to track progress of pupils with a disability.</p> <p>Medium Term – ensure early team around child meetings for prospective pupils with disability before entry to school to ensure needs are met.</p>	<p>Endure accessibility for disabled pupils makes up element of lesson observation programme</p> <p>SEND team/SB to meet to interrogate data.</p> <p>As needs arise ensure early warning systems in place to allow school to act pre-emptively to support pupils coming to school with disability</p>	<p>SB</p> <p>SB/CBu/KD</p> <p>SEND team/EYFS/SB</p>	<p>Each Jan-Feb</p> <p>Termly</p> <p>As needed</p>	<p>Pupils with disabilities are fully accessing curriculum at the appropriate level</p> <p>Pupils with a disability are making good progress</p> <p>School is able to put into place a supportive action plan around the needs of any pupil new to school.</p>
Improve and maintain access to the physical environment	<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"> <li><i>Ramps</i></li> </ul>	<p>We feel that we are currently fully complaint here – on going strategy to ensure these areas are maintained regularly and are always</p>	<p>Short term:</p> <p>Audit accessibility with members of the school community</p>	<p>SB/parents</p>	<p>Autumn 2017</p>	<p>The school environment meets the needs of all pupils regardless of any disability.</p>

	<ul style="list-style-type: none"> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Reception office area</i></li> </ul>	<p>accessible – certain facilities can be rededicated as required (disabled changing room).</p> <p>Longer term objectives: fully automated entry door (currently lock-down procedures and financial position do not allow for this) and hearing loop in office reception area (currently not an expectation)</p>	<p>Ongoing:</p> <p>Ensure regular maintenance programme of Accessible elevator.</p> <p>If required, re-commission the disabled toilet/shower room which is currently unused.</p> <p>Regularly review lockdown guidance to consider fully automated door entry.</p> <p>If money allows consider installing hearing loop.</p>	<p>SB/BP/CBa</p> <p>SB/BP</p> <p>SLT</p> <p>SLT/Finance govs</p>	<p>On-going</p> <p>As needed</p> <p>Yearly</p> <p>Yearly</p>	
<p>Improve the delivery of information to pupils with a disability (and parents)</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"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>Short Term – continue to support individual pupils through visual timetables, induction loops etc. (currently no braille required in school although skills and equipment are available).</p> <p>Longer term – ensure any future needs are quickly met.</p> <p>Consider needs of parents and visitors and review signage and written communications</p>	<p>Ongoing:</p> <p>Continue to meet individual and specific communication needs of pupils &amp; ensure resources and training provided as required; use NT support services as required.</p> <p>As above.</p> <p>Review signage with member of parental body.</p>	<p>SB All staff</p> <p>SB All Staff</p> <p>SB/parent</p>	<p>Ongoing</p> <p>As required</p> <p>Autumn 2017</p>	<p>Pupils (and parents) communication needs are met.</p>

		<p>– note most parents access letters electronically and these can be enlarged readily.</p>				
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## **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 headteacher and a member of the Resources Committee.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Single Equality Plan
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## 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				