



# Accessibility Plan



## Introduction

Schools are required to produce an Accessibility Plan for:

- increasing the extent to which disabled pupils can participate in the curriculum – this is whole school level, not just teaching and learning but after school clubs, leisure and sporting activities and school visits;
- improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils which is provided to pupils who are not disabled - taking into account views of pupils and parents.

The Equality Act 2010 strengthens and simplifies the equality law that is already in place and it contains new powers, rights and powers to help promote greater equality. As a result schools must:

- Develop written accessibility plans which will increase the access of disabled pupils to the school curriculum, improve the physical environment for such pupils and improve the provision of information to them. Plans must be implemented by schools after taking account of disabled pupil's disabilities and preferences expressed by them and their parents. They should be regularly reviewed and revised, if needed.
- They should behave regard to the need to allocate adequate resources to implement the plans.

Schools are also required to:

- ensure that any provision, criteria or practices do not place disabled pupils at a substantial disadvantage in comparison to non-disabled pupils;
- provide any reasonable auxiliary aids which might help remove any such disadvantage, eg, special equipment or large print books.

## Who are we thinking of in the Accessibility Plan?

The definition of disability under the Act is:

*'A physical or mental impairment which has a substantial or long-term adverse affect on his or her ability to carry out normal day-to-day activities'*.

'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised mental health difficulties, such as ADHD. Some, but not all, of the children will have special educational needs.

Not many people like to think of children as disabled. The aims of the Act and its Code of Practice are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.

## Information from pupil data

As part of its regular data monitoring, the school reports on the achievements and progress of all pupils including all children with special educational needs and disability (SEND) and those with specific disabilities.

## **Physical environment**

Consideration must be given to the following areas:

- Entrance and doorways  
Are they wide enough? Are ramps needed?
- Classrooms and staff areas  
All the classrooms and staff areas are at ground floor level, with blinds on windows and mainly carpeted floors. Chairs are at different heights for different age groups. The library area is very accessible. The computers in the library are at an appropriate height.
- Toilet facilities  
All toilets are on the ground floor. There is one disabled toilet located near the office and designated male/disabled. There are no children's disabled toilets.
- Parking  
There is one parking space for the disabled.
- Signs around school and pathways  
There are clear accessible signs to all areas. Pathways around the school are level and firm. There are currently no signs suitable for visually impaired pupils, staff or parents/carers so this is an area for development as needed.

## **Curriculum**

There are accessible displays at different heights and using different visual media. Curriculum work is planned well enough in advance to ensure that all learning needs are catered for. Staff receive training for specific conditions so that they can support children's learning.

## **Delivery of information**

Information is delivered mainly through paper copies and is also available on the school website. As required, we would need to look at alternative means such as Braille copies of school information as required.

## **Implementation**

The school Accessibility Plan will, when appropriate, be co-ordinated with other relevant policies, health agencies and Diocese of Ely Multi Academy Trust requirements.

Governors review the detailed Accessibility Plan along with the Premises Plan on a regular basis.

Other relevant school policies may include:

- SEND policy
- Equality policy
- Safer Recruitment policy