



Accessibility Plan

Accessibility Plan

Policy Number 1.5.4.1

1. Strategy

- 1.1 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.
- 1.2 Our school aims to treat all its pupils fairly and with respect. This involved providing access and opportunity for all pupils without discrimination of any kind.
- 1.3 Our school's mission statement focuses on valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.4 The plan will be made available online on the school website, and paper copies are available upon request.
- 1.5 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.
- 1.6 Our school's complaints procedure covers the accessibility plan. If you have any concerns relation to accessibility in school the complaints procedures sets out the process for raising these concerns.

2. Legislation and Guidance

- 2.1 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.
- 2.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- 2.3 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.
- 2.4 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. Adopted on: 01.12.21 Reviewed: September 2021
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3. Procedures

3.1 Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The SENCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Chadsgrove School Support

3.2 Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Blakedown CE Primary School.

3.3 Improving the delivery of information to disabled persons

Staff are aware of the services available for converting written information into alternative formats.

4. Monitoring and Evaluation

4.1 The Headteacher is responsible for implementing this plan.

4.2 The governing body has a named governor with responsibility for matters of disability discrimination, they are also the SEND governor. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

4.3 This policy will be reviewed at any time on a request from the governors, or at least once every three years.

5. Linked policies

Other Relevant Policies that cross reference with this one are:

SEND Information Report; Supporting Pupils with Medical Needs; Non-discrimination Policy; Positive Handling Policy; Health, Safety & Welfare Policy; Child Protection/ Safeguarding Policy & Equality Policy.

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Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	SUCCESS CRITERIA
Continue to develop inclusive, quality first teaching. Effective deployment of teaching assistants to support pupils' participation.	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. There are some resources that examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Coloured overlays for pupils with visual difficulty/and dyslexia. Specially shaped pencils and pens for pupils with grip difficulty. Greater TA time is placed in rooms with increased need.	Appropriate use of specialised equipment to benefit individual pupil. Training for staff on increasing access to the curriculum for disabled pupils. Needs of each class reviewed and shared to match pupil need.	Availability of laptops/Ipads for pupils with specific recording difficulty. Specific training in word processing skills through Touch Type Programme. On-going training on ASD/ADHD. Staffing timetables include information about needs of children.	HBB AN AN HBB	Ongoing In place and ongoing In place and ongoing In place and ongoing	Teaching aids, white boards etc, more easily seen and relocated & learning experiences of pupils enhanced. Reasonable adjustments made to meet needs of pupils. Increased access to the Curriculum. Needs of all learners met. Pupil progress meetings identify those children that need additional support All pupils are supported appropriately to access lessons and achieve.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Corridor width Disabled parking bays Disabled toilet Library shelves at wheelchair-accessible height Steps and heights are highlighted with bright and non-slip tape. 	<p>Maintain Safe Access around exterior of school.</p> <p>Improve the quality of provision for children with specific special needs.</p> <p>Improvements to help the visually impaired.</p> <p>Improve signage to indicate access routes around school.</p>	<p>Ensure that pathways are kept clear of vegetation.</p> <p>Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.</p>	Ground maintenance contract.	Ongoing	Physical accessibility increases and people can move unhindered along exterior pathways.
			<p>Follow advice on contrasting colours & redecorate as necessary.</p>	HBB	Ongoing	The school experience enhanced for children with specific special needs.
			<p>External steps & manhole covers highlighted in yellow / non-slip paint</p> <p>Signs indicate disabled parking bays and wheelchair friendly routes around school</p>	HBB	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
			<p>Maintain grab rails around school site, including classrooms and other appropriate locations.</p>	HBB	Ongoing	Disabled people aware of wheelchair access to all parts of the school.
			<p>Ensure disabled parking spaces are always available for those that need it.</p>	HBB	Ongoing	Disabled badge holders always able to access disabled parking space.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources 	Investigate possibility of hearing loops, best place for these to be situated and costs Availability of written material in alternative formats.	Investigate possibility of hearing loops, best place for these to be situated and costs.	HBB	Ongoing	Communication improved. Information to disabled pupils / parents as appropriate.
			Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents - display appropriate leaflets for parents to collect.	HBB	Ongoing	Written information available in alternative formats. Take-up of information leaflets by parents.