School Accessibility Plan
2021-23

Introduction

This plan sits alongside our school's Single Equality Policy and Action Plan. It will contribute to the review and revision of the above plan as well as that of other related school policies, plans and procedures: e.g.

- School Development Plan
- Asset Management Plan
- SEND Policy
- Curriculum policies and any associated Curriculum Action Plans

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objectives

To reduce, and eliminate, barriers to:

- **Access to the Curriculum**
- **Access to Information**
- **Access to the Physical Environment**

Access to the Curriculum: The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers, and of appropriate health professionals such as Occupational Therapists etc.

Access to the Physical environment: The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, colour schemes, and more accessible facilities and fittings.

Access to information: The school will make itself aware of local services, including those provided through the CYPS and LCC, for providing information in alternative formats when required or requested.

Principles

The school recognises its duty to:

- not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to produce an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

The school will recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and will respect the parents' and child's right to confidentiality

The school will provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred methods of learning; and endorse the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Access to the Curriculum

Term	Tasks/Targets	Strategies	Success criteria	Who	When	Costings	Monitoring
S/M	To present written information to pupils in an accessible form; staff to be aware of the specific needs of individual pupils	Written information to be presented in a form that can be accessed *eg* coloured paper, larger font size, coloured backgrounds on IWBs, close copies…	Pupil access appropriate; feedback from pupils, and parents, positive – written documentation accessed	CTs	On-going	None; PPA/CT time	Feedback from pupil and parent interviews
S/M	To ensure that Classroom Support Staff – LSAs – have access to specific training on disability issues and identified pupil needs *eg* Makaton Training, Intimate Care…	Audit training needs as part of Performance Management to inform required CPD. To signpost LSAs to appropriate training. To enable 'information sharing' between staff. To respond to reports and guidance received from education and healthcare professionals	Raised confidence and skills of LSAs	SENCo/ HT	On-going;	INSET; disaggregated hours and CPD hours	LSA Meeting minutes; completed INSET and Professional Development Records. School CPD Plan
M	To monitor and review the school's current Curriculum; to ensure the positive promotion of disability and the inclusion of disability issues and issues relating to identified needs	To continue to review the curriculum: SLT, Teaching Staff, Governors (leadership and governance must be 'champions' of accessibility issues)	The school's own new Curriculum is inclusive and accessible for all; it recognises disability and promotes a positive image.	SLT Teaching Staff Governors. LA and DfE guidance and advice	Sept 2019	Scheduled Staff Mtg time INSET time	Staff Mtg Minutes. Working documents relating to Curriculum Review

S/ L	Ensure all staff aware of 'key' documentation e.g. Single Equality Policy and Plan (Inclusion Policy, Equal Opportunity Policy)	Schedule Staff INSET to review polices. Provide staff with access to all policies.	All staff have shared awareness and K&U of polices and associated expectations on practice and provision	HT	On-going	Scheduled Staff Mtg time	Staff Mtg Minutes. Information accessible to staff (see strategies) Policy Review Schedule

Term
S – Short
M – Medium
L – Long

SLT – Senior Leadership Team
CT – Classteacher
HT - Headteacher

Access to Information

Term	Tasks/Targets	Strategies	Success criteria	Who	When	Costings	Monitoring
S and on-going	School is aware of the access to information needs of pupils, staff , parents, Community Users and Governors	To request information from parents as to their specific needs and their access requirements (Data Collection sheet issued annually each Autumn Term).	All parents/carers receive information in accessible form; school able to provide information in alternative forms	CW Admin Staff. LA support	ongoing	Admin time.	Admin Staff have knowledge of parent/ carer need.
M	To review and update school's 'Single Equality Plan (annually, each Autumn Term). To report outcomes to stakeholder groups as appropriate (school Newsletter)	HT/Govs to review Plan, annotating completed actions and identifying new ones for following year.	Plan kept up-to-date as a working, guidance document that it aims to be. Revised Plan published to stakeholder groups (website and Newsletter)	HT Admin Staff SIS Govs. FPP Govs.	Autumn Term; annual	HT Time Governance time (review and ratify)	Minutes of mtgs. Annotated and updated Plan
S On-going	To ensure that Visual Timetabling in regularly displayed in all classes where necessary	Agree a whole-school approach that is manageable and sustainable	All ch. able to access timetable and are secure as to 'what is happening'; CT to continue verbally explaining timetable	CT	On-going	CT 'directed hours'	Visual timetables in use

Access to the Physical Environment

Term	Tasks/Targets	Strategies	Success criteria	Who	When	Costs	Monitoring
M (Annually)	School is aware of the physical access needs of pupils, staff, parents, Community users and Governors	To request information from parents as to their specific needs and their access requirements (Data Collection sheet issued annually each Autumn Term).	School's planned actions are specific to the identified needs of parents./carers and pupils	Admin Staff	Each Autumn Term (or when pupils 'join' part way through year)	Admin Time.\n\nSafeguarding Cttee time	Safeguarding Cttee Mtg. Minutes; feedback from data collection if necessary/ appropriate
M (annually)	Govs. to undertake annual Site Survey	Undertake survey with specific reference to H&S matters, i/c equality issues/ access issues	Survey identifies 'next steps' for building development/ improvement. Recognises planned actions taken	H&S Cttee Govs;	Annually each Aut.Term	Governance Time	Gov Report to Full Govs; Site Survey Report
M (at least annually)	Ensure all raised steps/curbs are painted with yellow paint	Visual marking to identify potential trip hazards	All potential 'risk areas' identified with yellow paint	Premises Officer	On-going	Cost of specialist paint	Site Survey – Mtg. Minutes

FPP – Finance, Personnel & Premises   SIS – School Improvement & Safeguarding