

# Accessibility Plan

**School Name:** Spratton CE Primary School

Role	Designated Person
Headteacher	Mrs Michelle Pye
Designated Lead	Mrs Michelle Pye
Date written and approved by governors	Written - July 2019 N.B to be approved by governors September 2019
Date to be reviewed	July 2021

## Contents

		Page
1.	Aims	2
2.	Legislation and guidance	2
3.	Monitoring arrangements	2
4.	Action Plan	3, 4 and 5

## 1. Aims

Spratton CE Primary 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. Our school is 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

(See below for action plan)

This 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.

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.

## 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, 0 to 25 years (2014)* '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.

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy.

## 3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by staff and governors of the school and approved by the governing body

#### 4. Action plan

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

##### 1. Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p>Ensure that all pupils are able to access the curriculum.</p>	<ul style="list-style-type: none"> <li>- Consider further staff training by the SENCo to ensure that staff are aware of the range of disabilities within the school and how to meet their needs.</li> </ul>	<p>Vicky Tant (SENCO)</p>	<p>Autumn 2019</p>	<ul style="list-style-type: none"> <li>- Staff are confident in supporting pupils with a range of disabilities.</li> </ul>
	<ul style="list-style-type: none"> <li>- Complete audits of planning to monitor how staff are meeting the needs of SEND pupils within their class.</li> </ul>	<p>Vicky Tant (SENCO)</p>	<p>Spring 2020</p>	<ul style="list-style-type: none"> <li>- Audits show that staff cater for the range of needs within their class appropriately.</li> </ul>
	<ul style="list-style-type: none"> <li>- Audit resources used within school to ensure that they include examples of a range of disabilities.</li> </ul>	<p>Vicky Tant (SENCO)</p>	<p>Spring 2020</p>	<ul style="list-style-type: none"> <li>- Audits show that resources used accurately represent a range of disabilities.</li> </ul>
	<ul style="list-style-type: none"> <li>- Continue to ensure that pupils with specific needs have access to statutory assessments where appropriate.</li> </ul>	<p>Vicky Tant (SENCO)</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>- All pupils needing a statutory assessment receive one in a timely fashion.</li> </ul>
	<ul style="list-style-type: none"> <li>- Ensure that no pupil / member of staff is prevented from attending a trip, club or visit due to their disability.</li> </ul>	<p>Teaching Staff / Lynn O'Mara (Head of School)</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>- All pupils have the opportunity to attend all trips, visits and clubs.</li> </ul>

## 2. Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p>To ensure that adaptations are made to the physical environment to meet the needs of pupils and other stakeholders as appropriate.</p>	<ul style="list-style-type: none"> <li>- Accommodate Health and Safety Audit and action any directives provided.</li> </ul>	Michelle Pye (EHT)	Autumn 2019	Health and Safety directives are completed.
	<ul style="list-style-type: none"> <li>- Develop information for visitors leaflet that gives details and distances of nearby parking</li> </ul>	Lynn O'Mara (Head of School)	Autumn 2019	Visitors are aware that there is no on-site parking and where they can park.
	<ul style="list-style-type: none"> <li>- Investigate the need for a ramp for stairs.</li> </ul>	SEND / Health & Safety Governor	Spring 2020	Options for accessing all parts of the building have been investigated and strategy for implementation has been agreed.
	<ul style="list-style-type: none"> <li>- Identify training for at least one full time member of staff to assist in the evacuation of any disabled visitors if necessary.</li> </ul>	Lynn O'Mara (Head of School)	Autumn 2019	Member of staff trained.
	<ul style="list-style-type: none"> <li>- Investigate the possibility of the installation of a disabled toilet.</li> </ul>	SEND / Health & Safety Governor	Spring 2020	Options fully investigated and strategy agreed by governing body.

### 3. Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p>Ensure that the school uses a range of communication methods to ensure information is accessible.</p>	<ul style="list-style-type: none"> <li>- Develop signage to ensure that classrooms and other frequently used spaces are easily located.</li> </ul>	<p>SEND / Health &amp; Safety Governor</p>	<p>Spring 2020</p>	<ul style="list-style-type: none"> <li>- Signage around school clearly shows where frequently used spaces are.</li> </ul>
	<ul style="list-style-type: none"> <li>- Consider the introduction of induction hearing loops in the main reception area (and classroom areas should they become required by a pupil or member of staff.)</li> </ul>	<p>SEND / Health &amp; Safety Governor</p>	<p>Spring 2020</p>	<ul style="list-style-type: none"> <li>- All options have been considered and a strategy agreed by governors.</li> </ul>
	<ul style="list-style-type: none"> <li>- Develop arrangements for the use of Braille resources / communications should they be requested by a visitor</li> </ul>	<p>Lynn O'Mara (Head of School)</p>	<p>Autumn 2019</p>	<ul style="list-style-type: none"> <li>- School staff are aware of how to access Braille resources / communications for visitors should they be requested.</li> </ul>
	<ul style="list-style-type: none"> <li>- Ensure that stakeholders are aware that they can request resources / communications in large print / on different coloured paper should they need to.</li> </ul>	<p>Lynn O'Mara (Head of School)</p>	<p>Autumn 2019</p>	<ul style="list-style-type: none"> <li>- Stakeholders are aware of how to request adjustments to information / communications provided.</li> </ul>