

Accessibility plan

Learning together with kind hearts and determined minds

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

We aim to be a fully inclusive school treating all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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. See public sector quick start guide [Equality-duty 2010.pdf](#)

The school supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Existing Good Practice in School

- Access and participation to the curriculum and the physical environment (everything except the upper level of the infant block is accessible by wheelchair/frame).
- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful.
- Disability awareness is promoted in the curriculum, through assemblies and specific events.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled child, for example provide 1:1 support is provided if appropriate.
- Disabled pupils are able to access a range of activities and clubs beyond the school day.
- Disabled access to school via the school office, Y5/6 door, lower classrooms in the infant block.
- Disabled toilet situated in the junior and infant block.
- Corridors and routes are kept clear of obstacles with most children using a locker that keeps the floor clear.
- Pupils on roll receive support from specialist services e.g. yoga teacher, speech and language therapist
- The Inclusion Manager signposts support groups for parents and pupils

3. 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 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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	ACTIONS	OUTCOME	TIME FRAME
Ensure all pupils have full access to the school's curriculum	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> • Our school offers a curriculum that is accessible for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include 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 make sure it meets the needs of all pupils • Visual timetables • Additional aids such as pencil grips, writing slopes • Use of personalized plans and provision maps • SEND meetings • Attendance at LIFT to gain specialist support • Liaison with pre-schools/nurseries prior to transition • Adapted PE equipment for students with physical difficulties. 	<p>Organise folders for classrooms so that teachers can share plans with teaching assistants weekly so that all pupils can be adequately planned for in order to access the curriculum fully.</p> <p>Teaching assistants and teachers collaborate on accommodations to curriculum for pupil access where needed.</p> <p>Extra LIFT meetings to be attended in other cohorts if needed due to limitations on cases being able to be presented.</p> <p>Teachers and teaching assistants ensure resources tailored to needs are readily accessible in every lesson.</p> <p>Teachers (in consultation with Inclusion Manager) to review personalised plans at least 3 times per year.</p>		

AIM	CURRENT GOOD PRACTICE	ACTIONS	OUTCOME	TIME FRAME
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"> • Ramps • Corridor width (use of lockers rather than pegs) • Disabled parking bay • Disabled toilets • Most library shelves at wheelchair-accessible height • Adjustable table legs • Clear colour difference between doors and door frames • Wide opening doors • Ground floor access to all year group classes • Adapted chairs and tables when advised by occupational therapists. • Access to changing equipment for pupils not yet toileting independently. 	Development of Magnolia Room to include removal of blind cords, regular cleaning of toilet/kitchen facilities. Appropriate nurture based resources to be purchased. Access to music organised.		

AIM	CURRENT GOOD PRACTICE	ACTIONS	OUTCOME	TIME FRAME
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Range of coloured paper work books • Pictorial or symbolic representations • Visual supports such as task boards and word lists, now and next board and emotional regulation check-ins. • Pictorial communications resources such as Pecs. • Tinted whiteboards • Tactile letters and numbers • Sign language supports such as Makaton or cued articulation. • Smaller class size to enable easier movement 	We are awaiting a report from Occupational Therapy and a Kent organised Disability review of the school. Once these reports are received any actions will be included here.		

4. 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 the Headteacher/Inclusion Manager.

It will be approved by the Governing Body.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy