



# Accessibility plan

## October – 2022-

## 2025

**Date: September 2022**

**Review date: September 2023**

*Flowing, Strengthening, Deepening*

## Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan.....	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7
Appendix 1: Accessibility audit.....	8

## 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 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

Our 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. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. 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.

The school supports any available partnerships to develop and implement the plan. We work with the St Ives Cluster of schools and regularly have agenda items linked to improving education for all learners sharing practice, as well as the Local Authority to share ideas, make improvements and share advice to ensure the accessibility of the building and curriculum for all children.

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.

## 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](#), '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.

### 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date complete actions by	to Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Children with SEND are actively encouraged to take part in after school clubs</p> <p>Personalised Risk assessments for children with</p>	<p>To ensure that the physical well-being of all children including those who may have mobility issues is included within the school's offer.</p> <p>A clearer understanding for all staff throughout the school of how SEMH can impact on access to the school's curriculum and how we can best support children with SEMH access issues.</p>	<ul style="list-style-type: none"> <li>• Create a physical well-being officer role – this to include the promotion of active lunchtimes for all.</li> <li>• Scrap Store Play pod initiative to be launched from November 2022 – Collaborative and imaginative play resources and training for key staff.</li> <li>• Participation in more inter school sporting events – including specific SEN events is increased.</li> <li>• More extra-curricular clubs on offer.</li> <li>• STEP on training for HT to be disseminated to all staff</li> <li>• Increase in locations in the school, which are dedicated to mental well – being.</li> <li>• Further promotion and training of the Emotional Well-being officer role.</li> </ul>	<p>Head Teacher</p> <p>Head Teacher Ast Head Teacher (KS1)</p> <p>PE Leader Physical Well Being Officer SENCO</p> <p>Head Teacher</p> <p>Site Manager</p> <p>SENCO Emotional Well-being Officer</p>	<p>Sept 22</p> <p>November 22</p> <p>December 22</p> <p>Ongoing</p> <p>Spring Term HT training</p> <p>Summer dissemination</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Children who are less mobile, or have a specific physical disability are able to take full advantage of the school's physical environment and curriculum offer.</p> <p>All staff are clear of the best way to help children with SEMH needs access the curriculum, there is consistency of practice.</p>

<p>medical needs</p> <p>Robust handover between settings so that staff have a clear picture of the needs of all children</p>	<p>Ensure that children who are unable to attend school for reasons beyond the families control are able to access the school's curriculum.</p>	<ul style="list-style-type: none"> <li>• Ensure that the school's remote learning offer is reviewed and is understood by all, implemented efficiently as necessary</li> </ul>	<p>Head Teacher Ast Head Teacher (KS2)</p>	<p>November 22</p>	<p>Remote learning is securely in place and is quickly implemented as circumstances dictate.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps at the front and y3/4 entrance door</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Step stools used in toilets</li> <li>• Hand rails</li> </ul>	<p>The outdoor environment (including the pond area) is accessible to all children including those who may need physical aids such as wheelchairs.</p> <p>Easy access into the school</p> <p>School Kitchen is a more physically comfortable environment to work in whilst remaining secure.</p>	<ul style="list-style-type: none"> <li>• Pond area is cleared and access is paved, some landscaping of the pond area</li> <li>• Raised gardening beds on the school field are easy access in clear open space.</li> <li>• Use of gated access into reception classroom, direct from disabled bay in car park.</li> <li>• All access points to the school playground have suitable door hooks to ensure that they can be held open.</li> <li>• Instillation of door grill and fly screen so that door with direct access to carpark can be kept open in the hotter months whilst maintaining site security.</li> </ul>	<p>Site Manager Forest School Lead</p> <p>Y2 Teacher</p> <p>Reception Teacher</p> <p>Site Manager</p> <p>Site Manager</p>	<p>November 22</p> <p>August 22</p> <p>September 22</p> <p>September 22</p> <p>March 23</p>	<p>Outdoor environment can be fully enjoyed by all children with no access issues.</p> <p>School access is easy at all access points to anyone with any physical mobility issues</p> <p>Kitchen is accessible for staff in the hotter months – whilst external security is maintained.</p>
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<p>Improve the delivery of information to pupils and stakeholders with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Additional speech and language support</li> <li>• Large print resources</li> <li>• Hearing loops as required</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Audio Visual Communication in the hall (which supports collective worship, music and PE delivery) is reviewed to ensure that It is as clear as possible for those with visual or hearing impairments.</p>	<ul style="list-style-type: none"> <li>• Replacement of the outdated audiovisual equipment in the hall, which has become very hard to see.</li> <li>• Dedicate Mental Health section of the school website, detailing school approach and signposting resources, further help.</li> <li>• Implementation of weekly class blogs (seesaw in ks1) so that all parents/carers have a regular update as to what is going on in class regardless of their ability to physically access the school.</li> </ul>	<p>Head Teacher PE Leader</p>	<p>Summer 2023</p>	<p>All children and visitors can clearly see and hear the images and sounds displayed in the hall.</p>
		<p>Mental Health and Well-being resources are clearly sign posted on the school's website; the school's approach to mental health is clearly understood by all stakeholders.</p>		<p>SENCO</p>	<p>October 2022</p>	<p>School website has a clear go to space for Mental Health and Well being</p>
		<p>Class communication to parents/carers is enhanced so that those less able to come into the school building have a very clear understanding of what is going on in the classrooms.</p>		<p>Class Teachers</p>	<p>By January 2023</p>	<p>Regular blogs are posted on Friday afternoons in KS2 – seesaw is used effectively in KS1</p>

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body in close liaison with the Head Teacher, class teachers and SENCo

## 5. Links with other policies

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

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

This policy was ratified on .....

and will be reviewed on .....

Signed by the Head teacher .....

Chair of Governors .....

Designated Safeguarding Lead .....

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				



Internal signage				
Emergency escape routes				