



Rationale

The Equality Act, 2010, states that schools require an Accessibility Plan and that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act, 2010, a person has a disability if:

- **he or she has a physical or mental impairment,**
and
- the impairment has a substantial and long-term adverse effect on his / her ability to carry out normal day-to-day activities.

The Accessibility Plan is published on the school's website. Printed copies are available on request.

Aims

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability, the removal of barriers to disabled pupils, staff and visitors, and to having a culture of inclusion, support and awareness within and across the school.

We are committed to providing an environment that enables full curriculum access for all, that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to maintain access to the physical environment of the school for disabled pupils, staff and visitors, adding specialist facilities, improving the physical environment or providing specialist aids and equipment as necessary, within a reasonable time frame and within the bounds of "reasonable adjustments".

We are committed to maximising access to the curriculum for disabled pupils to ensure that they are as equally prepared for life as able-bodied pupils. This includes the wider curriculum, such as, but not exclusively, participation in after-school clubs, leisure and cultural activities or school visits.

We aim to maintain a high quality delivery of written information to pupils, staff, parents and visitors with disabilities; examples of which might include timetables, textbooks and information about the school and school events. This information is available in a range of preferred formats within a reasonable timeframe.



Access Audit

The Accessibility Plan for physical accessibility relates to the Access Audit of the school. This audit will link in with the premises audit and resulting action plan where appropriate.

Information / data sharing

We ask for information regarding disability or health condition in early communications with new parents and carers. Parents and carers of children already at the school are requested to inform school of any changes to the information provided. Data collected is analysed and current and future needs inform our planning and provision. All information is handles under GDPR guidance.

Physical Environment

The school is largely a single storey building, however part of the school can only be accessed by a flight of stairs for which a stair lift is installed. There are, therefore, no areas of the school to which disabled pupils / visiting adults have limited or no access.

On-site car parking for staff and visitors does not include a dedicated disabled parking bay. With notice, disabled drivers or drivers of disabled pupils/visitors are able and welcome to park very close to the school front door.

All entrances to the school are accessible although the approaches are sloped due to the siting of the school on a hillside. An alternative access to the steps is available via the school car park.

The main entrance has a relatively high Reception hatch, and so this is not fully accessible to wheelchair users. Disabled visitors are welcomes and supported as appropriate in the signing-in process by our administration staff.

There is a disabled toilet. This is fitted with a handrail and a pull emergency cord. There is also an adjustable surface for changing and a hoist is fitted.

The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are in place as appropriate.

Curriculum

We aim to provide as inclusive an approach as practically possible. Some areas of the curriculum may present particular challenges, for example participation in PE for pupils with a physical impairment. By making reasonable adaptations and seeking the advice of outside agencies, we ensure that all children participate in challenging and exciting PE lessons, outdoor learning programmes, swimming lessons and shared sports activities such as Sports Day.



Management, coordination and implementation

We consult with external professionals and services when new situations regarding pupils with disabilities are experienced.

The school and wider trust work closely with the Local Authority to seek and follow their advice.

The Senior Management Team will monitor and evaluate its implementation and report on its impact when required to do so on their behalf.

Professional development

Professional development opportunities will be provided in line with the analysis of need linked to the School Development Plan and training audits.



Action Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with parents/carers and Nursery providers, EY support services to review and plan for (potential) requirements for pupils being enrolled in school or on return to school following serious injury or illness.	To identify pupils who may need additional to or different from provision.	Ongoing and continuous.	HT / SMT / SENDCo / EYFS Leader / Office staff	Procedures/equipment/ ideas set in place before child attends school or made available as soon as is reasonably possible on the child's return to school following injury or illness.
To establish close liaison with parents/carers	To ensure collaboration and sharing between school and families.	Ongoing and continuous.	HT / SMT / SENDCo / All staff / Office staff	Clear collaborative working approach. Information is shared and responded to effectively and in a timely manner with sensitivity to the individual needs of the child.
To establish close liaison with outside agencies for pupils with on-going health / physical needs.	To ensure collaboration between all key personnel. Annual training and medical updates as required.	Ongoing and continuous. Annual in some cases.	HT / SMT / SENDCo / All staff	Clear collaborative working approach. Medical notifications updated as required. Timely sharing of information with staff on a need to know / safety basis.



Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>To ensure full access to the curriculum for all children.</p>	<ul style="list-style-type: none">• A differentiated curriculum with alternatives offered when required / advised.• Adaptations made so that all children have the opportunity to participate in playtimes, lunchtimes, school trips, outdoor learning, swimming lessons, PE lessons etc.• Advice from specialist advisory teachers is sought and followed.• The use of specialist resources and equipment to support learning and access to the curriculum e.g. the use of IT equipment.• Support staff deployed effectively.• CPD for staff as required and identified.• Access arrangements in place for statutory testing.	<p>Ongoing and continuing.</p>	<p>HT / SMT / SENDCo / All staff</p>	<p>Advice is received and followed. Resources and strategies are evident in everyday, normal classroom practice.</p>



<p>Maintain / improve/adapt physical environment of the school ensuring that it is accessible by all pupils, staff and visitors as required.</p>	<p>The school will take account of the needs of pupils, staff 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, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p>	<p>Ongoing and continuous</p>	<p>HT / SLT / Site Manager</p>	<p>Identified needs are met in a timely fashion.</p>
<p>Ensuring all pupils with a disability can access all aspects of school life including the wider school curriculum.</p>	<p>Create access / Care plans as required</p>	<p>Ongoing and continuous</p>	<p>HT / SMT / SENDCo / All staff</p>	<p>All pupils are involved in all parts of school life with adaptations where necessary and/or advised.</p>
<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>With immediate effect to be constantly reviewed</p>	<p>HT / SMT / All staff to include leads on First Aid / Health and Safety</p>	<p>All medical needs and requirements, chronic or short term, are met with due care and attention. That Care Plans are regularly reviewed and updated as necessary and with regard to procedures set down in advisory documentation.</p>
<p>To ensure that parents/carers and visitors with a known disability are not excluded from accessing school when required.</p>	<p>Adopt a proactive approach to identifying the access requirements of disabled parents and follow their advice and wishes where reasonably possible</p>	<p>With immediate effect to be constantly reviewed</p>	<p>HT / SMT /Office staff / All staff</p>	<p>To ensure that parents with a disability are not discriminated against by school systems and practices and are enabled to be involved in their child's education. Eg attending meetings.</p>



Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, staff, parents and visitors.	<ul style="list-style-type: none">• Raising awareness of font size and page layouts will support those pupils with visual impairments as required.• Auditing signage around the school to ensure that it is accessible to all.• Access arrangements in place for statutory testing.	Ongoing and continuous.	HT / SMT / Site Manager / Teaching staff / SENDCo	To ensure written information and signage is accessible to its identified audience.