Accessibility Plan

Version:	1.0
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Approved by:	School Advisory Body
Date:	Summer 2021
Review date:	Summer 2024

Staploe Education Trust
Excellence through partnership

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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 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

The Shade Primary School is an inclusive school where all students are made to feel welcome and valued. Our vision is to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils, staff and other stakeholders equally and reducing barriers to learning and participation.

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.

- 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.
- 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, including the Facilities Manager and Headteacher.

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.

This policy complies with our funding agreement and articles of association.

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

Include established practice and practice under development | Objectives

State short, medium and long-term objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|---|---|---|---|---|
| Increase access to the curriculum for pupils with a disability. | Teaching and learning is differentiated to meet all children's needs. | Ensure that teaching and learning meets the needs of all learners through effective differentiation. | Lesson planning is revised to show how the needs of different pupils are met during lessons. Whole staff training will ensure teachers are skilled at planning differentiated learning. | SLT & SENCo | Half termly reviews | All monitoring evidence indicates the needs of all learners are being met. |
| | We use resources tailored to the needs of pupils who require support to access the curriculum | Ensure computer provision is available for all pupils identified as requiring IT support. | All staff to ensure IT resources are available and an annual audit of IT needs is undertaken. | SENCo & IT support | Annual | All SEND pupils who require IT support access the curriculum and achieve. |

	The needs of SEND pupils are met and reviewed regularly.	Continue to ensure that the needs of SEND pupils are met.	Implement tracking and monitoring of pupil passports. Continue to review policies and procedures relating to SEND.	Class teachers & SENCo	Ongoing	Needs of SEND pupils are met by all teachers. SEND pupils feel supported in their learning. Data analysis shows progress for SEND pupils in line with expectations and individual targets.
	All staff receive annual medical awareness training.	Continue to raise awareness of disability issues and provide training relating to health conditions such as; epilepsy, diabetes, asthma and the use of epi-pens.	Provide medical awareness training that matches the needs of pupils in school.	SLT	Annual	Any pupils with medical needs can fully access the curriculum.
	School provides extra-curricular activities for all pupils.	All out of school activities are planned to ensure the participation of all pupils.	Review out of school provision to ensure compliance with school policies.	SLT	Ongoing	All out of school activities are conducted in an inclusive environment led by providers that comply with school policies.
Improve and maintain access	The shade was built in 2013 to the current DDA regulations.	Utilise disabled parking spaces for	Adopt a more proactive approach to identifying the access	Facilities manager	Ongoing	To ensure that disabled parents or carers are not

to the physical environment.		drop off and collection of pupils.	requirements of parents and visitors with a disability or additional needs.			discriminated against and are encouraged to take interest and be involved in their child's education. Regular attendance at school events by parents with disabilities.
Improve the delivery of information to pupils and other stakeholders with a disability.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	Make written material available in alternative formats e.g. newsletters, school brochure, school reports and other information for parents. Offer a telephone call to explain letters home for parents or carers who need this. Review documentation as required to ensure accessibility for pupils with visual impairment.	To review all current school publications and promote the availability of alternative formats for those that require it e.g. parent mail and use of customised materials.	SLT/School office SENCo & class teachers	As required	School information is available for all stakeholders in an accessible format.

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 school Advisory Body.

5. Links with other policies

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
- Supporting pupils with medical conditions policy

6. Policy Review

This policy will be reviewed on a 3-year cycle. This review may be brought forward as required by the School/Trust to reflect changes in supporting advice/guidance.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Excellent			
Lifts	n/a			
Parking bays	2-3 disabled, drop kerb			
Entrances	Level, no automatic opening door	Review if staff member requires	Facilities Manager	
Ramps	n/a			
Toilets	2 disabled access			
Reception area	Spacious			

Internal signage	Good			
Emergency escape routes	In every classroom			