

New Swannington Primary School



Accessibility Plan

Approved by Governors: August 2022
Signed on behalf of the Governing Board

A handwritten signature in black ink, appearing to read 'J. Amato', is written above a horizontal line.

(Chair of Governors)

Introduction

This policy sets out the school's commitment to accessibility for any disabled pupils.
This policy will be reviewed every 3 years.

Contents

| | |
|---------------------------------------|---|
| 1. Aims..... | 4 |
| 2. Legislation and guidance | 4 |
| 3. Action plan | 5 |
| 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 all pupils can participate in the curriculum
- Improve the physical environment of the school to enable all pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to all 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.

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 pupils, staff and governors of the school.

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 to complete actions by | Success criteria |
|--|--|--|---|---|-----------------------------|--|
| Increase access to the curriculum for all pupils | <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 diversity.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for all pupils.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>All pupils are able to access the curriculum.</p> <p>To ensure all pupils are making good progress.</p> | <p>Teaching & Learning is adapted to reflect pupils' needs.</p> <p>Regular progress meetings held with a variety of stakeholders.</p> | <p>SENDCO</p> <p>Class Teacher & Assessment Co-Ordinator</p> <p>Headteacher</p> | | <p>All pupils are able to access the curriculum.</p> |

| | | | | | | |
|--|--|--|---|--|--|--|
| <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"> • Site fully accessible for wheelchair access • Ramp available if required • Corridor width • Parking bays • Toilets and changing facilities • Library shelves at accessible height | | <p>Carry out an accessibility audit (Annex A) on a regular basis.</p> | | | |
| <p>Improve the delivery of information to all pupils</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes but is not limited to:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Personalised learning delivery | | | | | |

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 board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- SEND policy
- Medication and Management Procedures policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | | | | |
| Corridor access | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception area | | | | |
| Internal signage | | | | |
| Emergency escape routes | | | | |

