



Accessibility plan

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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

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.

Seven Fields principles and values underpin this plan with our purpose being to ensure all children become resilient, confident and independent learners.

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 including working with Swindon Local Authority and within the River Learning Trust multi academy trust.

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, parents, 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.

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.

Improving the physical Access

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to physical environment					
Short term	All staff make classrooms accessible	Develop system to allow entry for wheel chair users	As necessary	Head Teacher	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety
Medium term	All staff make classrooms accessible,	Circulate a "Reasonable Adjustments" classroom check list to all staff. Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness	As necessary	Head Teacher	
Long term	Make entry to all areas more accessible for wheel chair users and others, think beyond the ramp.	Improve access to all areas during any re-design	Business Manager /Head Teacher	Office Manager	

Short term	Improve signage and external access for visually impaired	Replace external light bulbs immediately when blown	As necessary	Business Manager	Safety for the visually impaired is improved within the school environment
Medium term		Review and paint yellow stripes on edges of all external steps	As necessary	Business Manager	Access around the school site is improved
Short term	Ensure that all disabled pupils can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary	As and when necessary	Head Teacher/SENCO	All disabled children and staff working with them are safe and confident in the event of a fire
Short term	Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	As necessary	Business Manager/Head Teacher/staff	All common facilities are located on the ground level with ramp access, all fire escapes kept clear and pupils have safe exit at all times.
Medium term	Disabled bay signage/markings	Keep under review the need for disabled parking	As necessary	Business Manager	Accessible parking bay for disabled staff & visitors
Medium term	Ensure that access to school buildings and site can meet diverse pupils needs	Accessibility & clarity of signs around school	On-going	Business Manager/ Head Teacher	Access to school buildings and site improved
		Awareness of independent access		Head Teacher/staff	

		Clear identification of room functions.		Head Teacher/staff	
Medium term	Any redecorating or alterations within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	As necessary	Business Manager	The school decorates in a way that is sympathetic to the Visually impaired.
Long term	Provision/upgrades of disabled toilets	Disabled toilets accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary	As necessary	Head Teacher/Business Manager	Pupils and adults have access to a disabled toilet with adequate fixtures/fittings
Long term	Any future plans for further development of the building take DDA issues in to account.	Work with surveyors when planning modernisations.	As necessary	Head Teacher/Business Manager	Where it can be reasonably achieved, the school building continues to be accessible for all.

Improving Access to the Curriculum

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the curriculum Short term	Ensure all Staff and governors have access to specific training on disability/equality issues	Use staff audit to identify training needs and inform professional Development process		Head Teacher/SENCO	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective

Short term	Ensure all staff are aware of disabled pupils curriculum access	Set up system for information to be shared with appropriate staff (including lunchtime supervisors) Display information relating to individual pupils needs in staffroom	As and when necessary As and when necessary	Head Teacher/SENCO	All staff aware of individual pupils access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs
Short term	Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Run individual training sessions on use of SEN resources		Head Teacher/SENCO/IT team	Wider use of SEN resources in mainstream classes
Short term	Ensure access to computer technology appropriate for pupils with disabilities	ICT plan includes prioritised list for computer technology as required for pupils with disabilities Check children with epilepsy and visual disturbances are not on the computer for longer than 30 minutes at a time.	As required unless needs of pupils in school require immediate action	Head Teacher/SENCO/IT team	Access to appropriate computer technology will be improved for all disabled pupils

Short term	Reflect identified areas of need in lesson planning and delivery On-going programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. Purchase of resources to increase student participation	Incorporate Quality First teaching into all planning Rapid response Interventions for children who need additional support to enable them to access curriculum during quality first teaching time. Provided by class TAs.	On-going	Head Teacher/SENCO	Improved access to curriculum for all pupils
Short term	Ensure all policies consider the implications of Disability access	Consider all policies in view of priorities	On-going	Head Teacher/Governors/Business Manager	Access to all aspects of school life for all students

Medium term	Eliminate all discrimination and harassment of disabled pupils/stakeholders	<p>Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed. New staff to be aware of plan through induction</p> <p>Any incidents recorded and dealt with by a member of the SLT immediately.</p>	<p>Allocated time system in place</p> <p>monitoring time</p> <p>Reviewed termly</p>	Head Teacher/Deputy Head/	Incidents of discrimination and harassment are zero
Short term	Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions	On-going	School Office All teaching staff	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information
Short term	Review PE curriculum to ensure PE accessible to all	<p>Gather information on accessible PE and disabled sports.</p> <p>Invite disabled sports people to come into school</p>	As required by individual pupils – swimming, residential trips	PE coordinator/ Head Teacher	All to have access to PE and be able to excel
Medium term	Increase confidence of all staff in differentiating the curriculum	<p>Be aware of staff training needs on curriculum access</p> <p>Assign CPD for dyslexia, differentiation and recording methods</p> <p>Referrals to outside agencies to support as necessary.</p> <p>Use of IT equipment to support visually impaired children with accessing resources for the curriculum.</p>	On-going and as required	SENCO/ Assistant Head	Raised staff confidence in strategies for differentiation and increased pupil participation
Medium term	Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	<p>Employment of specialist support assistants with skills and expertise.</p> <p>Specialists are used to work with pupils or</p>	On-going	SENCO Head Teacher	Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities.

		provide training for staff			
		Gain advice from Local Authority consultants regarding SEND support for Visually Impaired/ Hearing Impaired/ Occupational Health/ ASD team/SEMH team		SENCO	Specialised support and resources are used to meet the needs of children with a disability and special educational needs.
Medium term	Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCN pupils	Provide training in relation to SLCN needs, for all staff <i>Teachers / TAs involved in meetings with outside agencies to draw up programmes of work to support children's Speech & Language.</i>	As required	Speech therapist/sensory team SENCO	Increased confidence of staff in supporting pupils with SLCD needs within mainstream
Medium term	Ensure all policies consider the implication of Disability access	Consider all policies in view of priorities	On-going	Governors	Access to all aspects of school life for all pupils
Medium term	Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEN and those who are not. <i>Track the progress and attainment of children with disabilities with or without SEN.</i>	On-going	SENCO	Systems in place monitoring academic and social progression and differentiation. Parents/carers are involved in process.
Short term	Ensure all children on SEN register have a provision map in place	Provision map is up to date and forms a key part of the planning and assessing process for all staff Targets set and interventions used to enable children to 'keep up' with their peers Progress meetings highlight children of concern	Review every term	SENCO	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.
Long term	Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from disability groups		All staff	Pupils are demonstrating that they understand and have a positive attitude towards disability

Short term	Recruitment policy	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	On-going	Business Manager	People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome
Long term	All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific medical equipment	On-going	All staff	All staff are showing confidence and competency in dealing with emergencies and unforeseen developments
Medium term	Ensure that children who are Young Carers get the support needed to access school and the curriculum.	Make sure staff are aware of registered Young Carers and through training and the use of the school policy, provide the support as necessary. Family Support worker and SENCO support officer provide children with support in school to discuss their worries.	On-going	SENCO YC leads	Young Carers able to access school and the curriculum. Provisions in place to support these children are successful and well used.

Improving Delivery of written information

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Delivery of written information	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	During induction	School Office	All parents receive information in a form that they can access
Short term		Ensure website and all document accessible via the school website can be	On-going	School Office	

		accessed by visually impaired	Current	School Office	All parents understand what are the headlines of the school information
Short term	Improve the delivery of information in writing in an appropriate format	Provide suitable enlarged, clear print for pupils with visual impairment	As required	Office/staff	Excellent communication
Medium term	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information Ensure black print on white background is minimal, including when looking at a screen. Text projected on to boards should be on pastel colours background using non-black colour font.	On-going	SENCO	Staff produce their own information
Medium term	Annual review information to be as accessible as possible	Develop learning targets to support children that are accessible to both children and their parents. Use of provision mapping to highlight strengths and interventions.	On-going	SENCO	Staff more aware of pupils preferred method of communication
Short term	Languages other than English to be viable in school	Some welcome signs to be multi-lingual. Multi-lingual staff identified to support families.		EAL co-ordinator SENCO	Confidence of parents/Carers to access the child's education
Medium term	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, signs language interpreters to be considered and offered if possible. Including BSL interpreters for any meetings between staff and parents.	As required	SENCO	Pupils and/or parents feel supported and included
Medium term	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard for of printed information	Ensure website is fully compliant with requirement for access by persons with visual impairment. Ensure Prospectus is available via the school website.	As required	Web site designer, School Office	All can access information about the school

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 Head Teacher.

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
- Curriculum
- Staff Development
- Behaviour
- School Improvement Plan
- School Brochure and Mission Statement
- Teaching and Learning Policy

