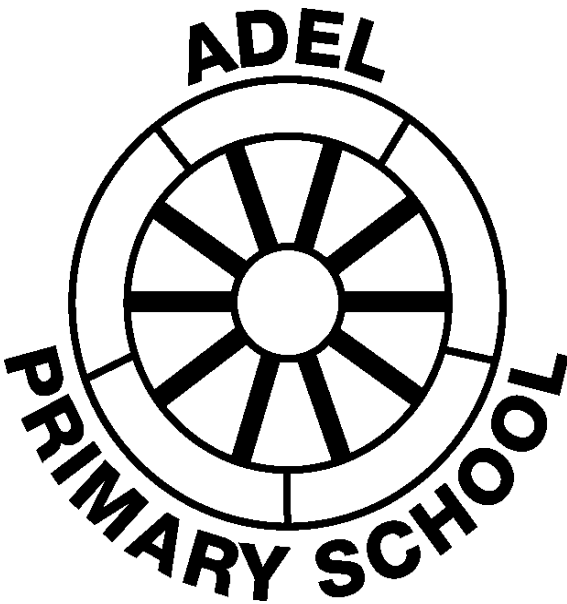


Accessibility Plan

Adel Primary School



Version Control

Version	V1
Ratified by	
Owner	Tamsin Benning
Date Issued	May 2022
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Target	All stakeholders (staff, parents, governors, pupils)

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Change History

Version	Owner	Change Summary	Document Date
V1.	Tamsin Benning	First Draft	10.05.22

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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.

We will ensure that:

- all children, regardless of disability, have the same opportunities and experiences through our curriculum
- our building is accessible and safe for all who enter it.
- ensure that information for both children and parents with disabilities is accessible to through a variety of means and technologies.

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. This includes working with the Local Authority, other professional organisations, charities, support groups and the school cluster.

Our school's complaints procedure covers the accessibility plan. If anyone has 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.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for pupils where appropriate, with a personalised curriculum for those children who require it. The curriculum is reviewed regularly to ensure it meets the needs of all pupils, and is adapted and changed as appropriate.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum, alongside advice from relevant professionals. Resources include PECS resources, visual timetables, emotional toolkits, adapted access equipment and adapted writing equipment.</i></p>	<p>To continue to differentiate where appropriate and to provide a personalised curriculum for those children who require it.</p> <p>To ensure that required resources are available and that they are purchased when recommendations from professionals have been made.</p> <p>To ensure that the curriculum and resources reflect diversity.</p>	<p>To ensure relevant staff are trained to meet the needs of the children within their class with regard to the curriculum, and to know the resources which would best meet their needs.</p> <p>To review curriculum and resources and make any changes required to reflect diversity.</p> <p>Ensure the budget is planned to cater for additional needs of pupils identified throughout the year.</p>	<p>Headteacher; SENDCo</p> <p>SLT, Subject Leaders</p> <p>Headteacher, Governors</p>	<p>As required</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>All pupils are able to access the curriculum provided for them.</p> <p>The curriculum and resources used to deliver it reflect diversity and are as recommended by relevant professionals.</p> <p>All pupils' progress is tracked accurately and all appropriate staff are aware of individual</p>
	<p><i>Progress is tracked for all pupils, including those with a disability, and targets are set effectively and are appropriate for pupils with additional needs. Targets for</i></p>	<p>To ensure staff know how to use the target setting resources as appropriate and are able to use these to ensure</p>	<p>Staff training for all new staff and those that are new to the target setting resources.</p>	<p>Headteacher; SENDCo</p>	<p>Annually</p>	<p>All pupils' progress is tracked accurately and all appropriate staff are aware of individual</p>

	<p><i>children with disabilities may be set through the SENIT Development Journal, B Squared and the AET Progression Framework. These are shared with parents at least termly.</i></p> <p><i>Support staff are used to support children with disabilities to have full access to the curriculum.</i></p> <p><i>School trips are made accessible to all, working alongside pupils and parents to offer the best experience possible</i></p>	<p>the wider curriculum is available to all and that the progress of all pupils</p> <p>To ensure relevant support staff have training to help them meet the needs of the children they work with.</p> <p>To ensure trips are tailored and adapted as necessary to support access for all children</p>	<p>Staff training to ensure all staff have an understanding of and awareness of how to support the children they work with.</p> <p>Assess each trip on an individual basis when needed</p>	<p>Headteacher, SENDCo</p> <p>Headteacher, Educational Visits Co-ordinator; SENDCo Class teacher</p> <p>PE Leader</p> <p>SLT</p> <p>Teaching staff</p>	<p>Annually</p> <p>As appropriate</p> <p>Half-termly</p>	<p>pupils' targets.</p> <p>All support staff working with individual pupils understand their needs, their targets and the resources needed to deliver the curriculum effectively.</p> <p>All pupils access a full curriculum including school trips.</p> <p>Pupils with a disability are encouraged and supported to engage with a range of after-school provision</p>
	<p><i>After-school clubs are made accessible to all</i></p>	<p>To ensure after-school clubs are tailored and adapted as necessary to support access for all children</p>	<p>Priority places allocated for pupils with a disability</p> <p>Additional staff employed to support pupils with a disability in after-school clubs.</p> <p>After-school clubs planned to ensure accessibility for all pupils</p>			

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Single level building</i> • <i>Disabled parking bays</i> • <i>Lowered kerbs for access</i> • <i>Disabled toilets and changing facilities</i> • <i>Purpose-built hygiene suite</i> • <i>Disabled shower facilities</i> • <i>Individual workstations for children who require it</i> • <i>A sensory area</i> • <i>A low stimulus room for children with autism</i> • <i>A wellbeing area with a focus on emotional wellbeing</i> • <i>Access through classrooms is clear and wide enough for wheelchairs</i> • <i>Fire alarms are visual as well as auditory</i> 	<p>To ensure the current building and surrounding areas support accessibility.</p>	<p>Ensure lowered kerbs have sensory markings to make it clear where they are.</p>	<p>Headteacher, Governors</p>		<p>All stakeholders and visitors are able to access and navigate the building and surrounding area with ease.</p>
<p>Improve the delivery of information to pupils with a</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p>	<p>To ensure all communication methods support all needs.</p>	<p>To check resources for parents and prospective pupils with disabilities are accessible e.g.</p>	<p>Headteacher, SENDCo</p>	<p>Annually (Autumn Term)</p>	<p>All parents and pupils will be able to access school communication.</p>

<p>disability</p>	<ul style="list-style-type: none"> • <i>External signage</i> • <i>Large print resources</i> • <i>PECS communication systems</i> • <i>Visual resources</i> • <i>Visual timetables</i> • <i>Hearing loops where necessary</i> • <i>Coloured overlays</i> 		<p>Braille/ audiotape</p> <p>To complete an annual audit of provision to ensure it caters for all needs within the school.</p> <p>To use RNIB guidance as appropriate for producing written information in accessible formats.</p>	<p>SENDCo</p> <p>SENDCo</p>		
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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 Information and Objectives (Public Sector Equality Duty)
- Special Educational Needs and Disabilities (SEND) and Inclusion Policy (including SEND Information Report)
- Supporting Pupils with Medical Conditions Policy

Equality Impact Assessment

		Yes/ No	Comments
1.	Does the policy / guidance affect one group less or more favourably than another on the basis of:		
	▪ age	No	
	▪ disability	Yes	As per Equality Act, 2010 (1.25): 'schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities'
	▪ gender reassignment	No	
	▪ marriage and civil partnership	No	
	▪ pregnancy and maternity	No	
	▪ race	No	
	▪ religion or belief	No	
	▪ sex	No	
	▪ sexual orientation	No	
2.	Is there any evidence that some groups are affected differently?	Yes	Favourable treatment for those with a disability
3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	Yes	Required by Equality Act, 2010

4.	Is the impact of the policy/ guidance likely to be negative?	No	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/ guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	