

Updated: December 2018



Accessibility plan

Contents:

1. Aims
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies
6. (Appendix 1): Accessibility audit

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 classroom
- 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 pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Belchamp St Paul Primary School our core Christian Values underpin all that we do, ensuring that all pupils and stakeholders feel part of our community and are treated with compassion at all times.

The plan will be made available online via 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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	Objectives	Actions	Timeframe	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	To maintain training for staff to ensure pupils with a disability can access an appropriately differentiated curriculum.	Train staff in areas of specialist need, e.g Makaton, attachment, Speech and Language.	Ongoing	Increased access to the curriculum and barriers are quickly overcome. Needs of all learners are met.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:	To improve independent access within school.	Routinely check that all doors open fully to accommodate a wheelchair and furniture does not	Ongoing	Each entry and exit point of the school is accessible via a wheelchair and internal doors are double or wide enough to fit a

	<ul style="list-style-type: none"> • Ramp access at the back of the building into the main hall • Disabled parking bays • Disabled toilet • Resources and library books accessible at wheelchair-height. 		block routes through the school.		wheelchair through. Disabled toilet available near hall.
Improve the delivery of information to pupils and parents with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources/use of pastel colours 	To consider different formats and approaches to enable pupils with different impairments to access information more readily	<p>Ensure school has a supply of larger sized, darker print, lined, squared and coloured paper. Assess individual needs for SATS materials. Use of larger font and sizing for worksheets and coloured paper.</p> <p>Signs around the school to include pictorial or symbolic representations.</p>	<p>Ongoing</p> <ul style="list-style-type: none"> • Spring 2019 	<p>Information to disabled pupils/parents is appropriate and accessible.</p> <p>Written information is available in alternative formats.</p>

Improve access to information for pupils with specific impairments	Our school ensures that advice from specialists is obtained promptly and acted upon by all affected staff	Contact specialists as required to seek advice, equipment etc. All staff to be informed of advice and act upon it as required.	Staff are more able to fully meet the individual needs of pupils with a specific impairment	Ongoing	
--	---	--	---	---------	--

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Timeframe
Number of storeys	One storey with ramps leading out of the back of the building onto the school playground.	Ongoing monitoring of the condition of steps around school building, ensuring that edges are clearly marked in a contrasting colour.	Head of School / Exec Head	Ongoing
Corridor access	Corridors leading down to the school hall and out onto the playground.	Regular reminders to children and staff regarding organization of corridors and keeping them clear of debris	Head of School/ Exec Head	Ongoing

		Condition of corridors to be include		
Parking bays	Disabled parking bay in the school car park.	Regular monitoring of lines in parking bays with maintenance as and when required.	Head of School/ Exec Head	Ongoing
Entrances	Entrance at the front of the school, double doors into waiting area. Ramped access to front door.	Ensure access to school entrance remains clear.	Office Manager	Ongoing
Ramps	Ramp approach to the front entrance and exits from the side of the school hall and reception class onto the school playground. No internal steps.	Maintain ramps and ensure clear access at all times.	Head of School/ Exec Head	Ongoing
Toilets	Toilet cubicles allocated to classes. Staff toilet areas. Disabled toilet by the hall.	Maintain access and provision of disabled toilet area.	Head of School/ Exec Head	Ongoing
Reception area	Reception area and waiting area appropriate for wheelchair users with adequate turning space. Window hatch accessible for wheelchair users.	Monitor access to reception and waiting area, ensure debris is not left which would restrict access.	Office Manager	Ongoing

Internal signage	All toilets and fire exits clearly signposted.	Check signage regularly and ensure there are no obstructions.	Health and Safety Governor	Ongoing
Emergency escape routes	Fire exit routes marked and regular fire drills taking place.	Termly fire drills Monitoring of fire exits to check for obstructions.	Head of School/ Health and Safety Governor	

Chair's Action dated.....