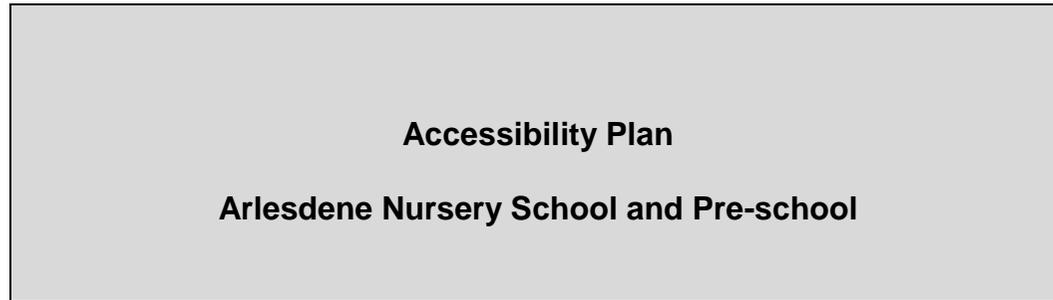




Accessibility Plan August 2023

Plan Review



This plan will be reviewed in full by the Headteacher 36 months from the date this plan was agreed.

The plan was last reviewed and agreed by the Headteacher in August 2023

It is due for review in August 2026

Signature Date

Head Teacher

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Improve access to the curriculum for all children including disabled children
- Improve access to the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve access to the information to disabled children

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

We are committed to providing a fully accessible curriculum and environment which values and includes all children, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. 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

| Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|---|---|---|
| Improving access to the curriculum | | | | |
| To be aware of the access needs of children, staff, governors, parents and carers | <ul style="list-style-type: none"> • Ensure that school staff and governors are aware of access issues • SEND Governors to review action plan at visits and report at termly meetings • Ensure that staff and governors can access areas of school used for regular meetings • Prepare and regularly review a PEEP (Personal Emergency Evacuation Plan) for any children or adults who have physical impairments • Regular reminder to wider community to inform us of any changes to ability to access school due to physical impairments | HT SEND Governors Site manager HT/ SENCo HT – through Newsletters | September INSET 23 Termly meetings As required/ on intake of child requiring PEEP Termly | -All staff are aware of the access needs of regular users of the school buildings and grounds -School community are confident that their needs are being met -PEEPS are prepared and reviewed as and when appropriate/required - School community has full access to buildings and grounds |
| Improving access to the physical facilities | | | | |
| Maintain clear and tidy fire exits around school that are suitable for anyone with a disability | <ul style="list-style-type: none"> • Ensure that all staff are aware of fire exits • Ensure that all fire exits are clear and not impeded by any items | Site Manager | Daily | All personnel have a clear and safe exit from the school in case of emergency |
| To support children's sensory needs | <ul style="list-style-type: none"> • To reposition sensory room so more accessible for Rainbow group • To carry out sensory profiles on children • To purchase sensory resources, using DAF (if available) • To ensure staff carry out sensory activities appropriate to children's needs | HT/ Contractor HT/SENCo/Lead Practitioner SEND All staff | August 23 Autumn Term 23 and then on intake of any new children Daily | -Children's sensory needs will be met |
| Improve access to information | | | | |
| To improve provision for all children with SEND | <ul style="list-style-type: none"> • To ensure the curriculum is accessed by all children •To train all staff in autism awareness •To develop staff expertise and skills through performance management | HT/SENCo/SLT | December 23 July 24 | -SEND children access the school curriculum -SEND children make progress from their starting points, whatever they are -Staff knowledge and understanding increases |

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|---|---|---------------|---|---|
| To support children's communication skills | <ul style="list-style-type: none"> • Employ a Speech & Language Therapist • To train key staff to use Makaton • To ensure all staff are trained in different approaches to support children's communication • To train all staff in using Makaton | HT HT/SALT | September 2023 December 2023 December 23 July 24 | -Clear, targeted program of speech & language support being implemented -Children with speech & language difficulties make good progress within targeted provision |
| To support children's personal, social & emotional skills | <ul style="list-style-type: none"> • To develop a mental health lead role • To train all staff in 'Attachment & Trauma' • To identify children needing additional provision i.e. Nurture • To develop and extend our Nurture provision | HT/SLT | September 23 September 23 October 23 December 23 | -Nurture provision will be run consistently -Staff will have an increased awareness of children's mental health needs and be able to support them |

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 governing body.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality Scheme
- Special educational needs (SEN) information report
- First Aid, Supporting Children with Medical Conditions & Children's Personal Care Policy