

Accessibility plan

Childer Thornton Primary School



Approved by:	Local Academy Board	Date: Autumn 2022
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Last reviewed on:	Autumn 2019
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Next review due by:	Autumn 2025
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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.

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, the complaints 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, governors of the school and trustees.

Please see our policy on administering medication further information on this aspect of access

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	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>	<ul style="list-style-type: none"> • Our school offers a curriculum that meets the needs of all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum and deliver this through adaptive teaching. • Curriculum resources include examples of people with disabilities, especially through our work on 'No Outsiders'. • A wide range of agencies support our work on accessibility and their advice is woven into whole school approaches and individual support plans. • Subject leaders work with teachers to ensure specific subjects are adapted to meet the needs of pupils and SEN subject support document outlines good practice for each year group. • Curriculum progress is tracked for all pupils, including those with a disability, through pupil progress meetings and the termly review of individual support plans. • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Functional vision assessments are carried out by specialist outreach staff for children with a visual impairment to guide on adaptations needed to access curriculum 	<p>To further improve the progress and participation for pupils with sensory and or physical difficulties</p> <p>To offer specialist support for SEND children in an inclusive environment</p> <p>To ensure smooth transition of all pupils with SEND to new classes or a new phase of their education</p> <p>To ensure that all children are able to access all out of school activities. eg. clubs, trips, residential visits etc.</p> <p>To promote the involvement of disabled students in classroom discussions/activities</p>	<p>SENCo to undertake training with SPOTTSS team to provide specific support plans for children with sensory needs.</p> <p>Continue to work with agencies and further embed advice into whole school approaches.</p> <p>Monitor uptake for clubs for children with disabilities.</p> <p>Ensure children are included in pupil voice activities.</p> <p>Statement of practices to be written for those with complex needs to ensure consistency in provision.</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>Pupils will participate in clubs and trips etc.</p> <p>Pupils' views will be noted and acted upon.</p> <p>Transition will be successful for all pupils.</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Change in colour of floor tiles to indicate a sloping floor • Concrete steps leading towards the field are painted with a yellow line to highlight where each step ends 	<p>To consider any adaptations needed for new pupils/needs arising.</p>	<p>Termly review of accessibility against needs</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>All pupils and visitors to school will be able to access the building appropriately.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 	<p>To support all pupils, including those with EAL to participate fully in the life of the school.</p> <p>To ensure that all members of our school community can access school newsletters and information</p> <p>To improve the attainment and participation of pupils with social, emotional and mental health difficulties</p>	<p>Pupils with EAL receive differentiated support including small group interventions as required on an individual requirement basis</p> <p>Written information to be sent home in different languages as appropriate.</p> <p>Review emotional support regularly to ensure children with mental health difficulties are identified and supported with external support utilised as necessary</p> <p>Regular meetings with MHST to ensure support is relevant and targeted.</p>	<p>HY</p>	<p>Ongoing</p> <p>Half termly 'vulnerable' pupils review</p>	<p>Pupil voice and parent voice</p> <p>Emotional wellbeing of pupils is improved following ELSA sessions</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Hannah Yarranton (headteacher) and Sam Fenwick (Governor)

It will be approved by the Local Academy 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) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy