



Accessibility plan

Approved by:	Lynne Williamson	Date: 17/04/18
Last reviewed on:	2015	
Next review due by:	Following next audit September 2018	

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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. Our mission aims and values are as follows:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society.
- Encourage the full academic potential of each child.

- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

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.

The school works in partnership with Stoke Local Authority SEND and Inclusion Services to ensure we offer the best support to all our children.

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 discussions with parents, staff, pupils and governors over the needs of our children over time and these have informed this plan.

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 all pupils using a mastery approach to learning.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Pupils are seated appropriately within class to support access as appropriate.</i></p>	<p>Ensure pupils views gathered</p> <p>Ensure assessment tracking system adequately supports and celebrates progress of small steps for children for whom standard rates of progress are sometimes challenging.</p>	<p>Pupil voice survey</p> <p>Discuss with range of schools/ partners SEND assessment options with a view to implementation</p>	<p>JMC</p> <p>Jmc</p>	<p>July 2018</p> <p>July 2018</p>	<p>Pupils will have expressed their views re accessibility and any action identified for action</p> <p>A clearer tracking system will be introduced for September 2018 which will be reviewed and monitored over 2018/19</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>Internal and external Lift</i> • <i>External ramp</i> • <i>Alternative entrances</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets</i> • 	<p>To ensure the building is thoroughly assessed for all aspects of disability</p>	<p>Instruct external audit to review school for full range for disabilities</p>	<p>LH</p>	<p>July 2018</p>	<p>The school will have a clear action plan to further enhanced accessibility beyond those identified in this internal review</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 	<p>To ensure school continues to have quality signage and pictorial representation to support those with disability</p>	<p>Carry out internal and external review taking into account pupils views</p>	<p>LW</p>	<p>July 2018</p>	<p>The school will offer improved pictorial access and signage</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 approved by the Chair of Governors

5. Links with other policies

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

- 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 floors accessed via lift or stairs	No action required		
Corridor access	Generally wide enough	Remove any furniture which would obstruct access	SPs	May 2018
Lifts	Takes form ground to floor 1	Ensure regularly maintained and signage clear	SPs/ LH	ongoing
Parking bays	1 disabled bay	Ensure clear access for those who require it	LH	
Entrances	Accessible by ramp. Wide enough for Wheel chair	Ensure any changes to building planned maintain access Ensure High Visibility paint on steps is long lasting	LH/SP	July 2018
Ramps	Several internal and external	Ensure change of level indicator on internal and external ramps	LH/SP	OCT 2018
Toilets	2 disabled access toilets – 1 on each floor	Ensure free of clutter and can always be freely accessed	SPs	ongoing
Reception area	Small hatch at able bodied height	Look to redesign hatch for wheelchair accessibility Look to install a hearing loop	LH LH	Dec 2018 Dec 2018

Internal signage	Range of signage throughout	Ensure more pictorial signage and any braille signage as appropriate	LH	Dec 2018
Emergency escape routes	Clear signage	Ensure ongoing maintenance	SPs	ongoing
Dining area	Very tight space for wheelchair access	Look to knock through wall and extend subject to planning And finances	LW	Dec 2018