

Accessibility policy

Bawdsey CEVC Primary School



Approved by: FGB

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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 pupils with disabilities

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.

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.

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.

Development area	Targets <i>Include established practice and practice under development</i>	Strategies	Outcomes	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> -The school's curriculum 'Intent, Implementation and Impact' document is inclusive of all pupils -Throughout the school pupil's have access to a curriculum that is relevant and differentiated to ensure all pupils are able to access learning and make progress. -Progress is tracked regularly, pupils with Special Educational Needs and Disability are a focus group. Targets are set, reviewed termly and shared with parents -We work with external agencies (Speech and Language, CISS, Indigo, Educational Psychologists) to ensure the best possible access to the curriculum. -Specialist resources are provided in line with pupil need and where appropriate guidance from external professionals. 	<ul style="list-style-type: none"> -Whole school approach to creating, developing and nurturing the school's vision -Staff CPD provides opportunity to reflect upon the curriculum -SEND information is available to all staff, additional training is available to support specific needs. -There is a clear pathway within school to access additional assessments, external services and advice. 	<ul style="list-style-type: none"> -The curriculum is monitored regularly and adaptations are made in response to pupil's needs. -Pupils with SEND are able to access support tailored to their specific needs -Staff have access to information that enables them to better identify and understand individual barriers to learning. 	<ul style="list-style-type: none"> -Pupils with Special Educational Needs and/or disabilities are able to access all areas of the curriculum. -Pupils with SEND make the expected steps progress over time.

<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 toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Advice from external professionals inform adaptations/adjustments that are made to the learning and physical environment.</p>	<p>The school has:</p> <ul style="list-style-type: none"> -Access to all areas, it is a single story building -Adapted toilet with specialist showering equipment 	<p>Pupils are able to access and make progress in line with their ability across all areas of the curriculum.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>-Our school uses a range of communication methods to ensure information is</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbol representation 	<p>We work alongside professionals and external agencies to ensure that we follow guidance on best practice i.e Sensory Communication Team</p>	<p>-Hazards are clearly marked</p> <p>-Pupils have access to personalized resources</p>	<p>Pupils independence in accessing the learning environment is facilitated</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 governing body and the Head teacher.

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
- SEND policy
- 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	One			
Corridor access	Access to all areas of the school	Ensure that all routes are kept clear	All staff	Ongoing
Lifts	None			
Parking bays	None			
Entrances	Main entrance at the front of the building.	Maintain the clear signage	Site manager	Ongoing
Ramps	None			
Toilets	One adapted toilet on site to have showering facilities		Site manager	Ongoing
Reception area	Situated at the front of the school.			

Internal signage	Exits are all clearly labeled.	Maintain the clear signage	Site manager	Ongoing
Emergency escape routes	Exits are all clearly labeled. All pupils and staff have regular practice at exiting from the building in a practiced emergency.	Maintain the clear signage PEEPs are in place for pupils when they have additional needs that warrant it.	Site manager SEND assistant/ HT	Ongoing Ongoing