

Accessibility plan

Engayne Primary School



Approved by: Leadership & Management Sub
committee

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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.

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience.

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 with any outside agencies who are involved in a child's care (eg the school nurse, the local authority, occupational therapists and physio therapists) to implement plans to support children with disabilities.

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 [include as appropriate: pupils, parents, staff and governors of the school].

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
1. Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</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. Where appropriate, pupils follow an individualized curriculum to meet their needs.</i></p> <p><i>Pupils who require extended time off school due to their disability</i></p>	<p>LONG TERM:</p> <p>Pupils with disabilities to enjoy full access to the curriculum and school life and flourish at school.</p> <p>Different disabilities are reflected across the curriculum.</p> <p>MEDIUM TERM:</p> <p>Termly SMART individual targets set on passports and other adaptations recorded on first page.</p> <p>Staff trained to support children on Health care plans(HCP)to manage their disabilities.</p> <p>One page Profiles (OPP) written and adhered to for children</p>	<p>Overview of:</p> <p>SEND children</p> <p>HCP children</p> <p>One page profile children</p> <p>To be written and circulated to all staff.</p> <p>Central copy to be kept on the CRL –</p> <p>STAFF CRL, WHOLE SCHOOL, INCLUSION.</p> <p>All information to be added to edukey as a central place.</p> <p>Staff to familiarize themselves with the disabilities within their class through:</p> <p>Thorough handover from previous teacher.</p>	<p>SENDco</p> <p>TEACHERS</p> <p>SENDco</p> <p>SLT</p> <p>TAs</p> <p>Office staff</p>	<p>Short term:</p> <p>AUTUMN TERM</p> <p>Medium term:</p> <p>IEPS:</p> <p>TERMLY</p> <p>OCTOBER</p> <p>FEBRUARY</p> <p>JUNE FOR</p> <p>HCPS / OPP-</p> <p>ANNUALLY</p> <p>JULY / SEP FOR EXISTING</p> <p>Long term:</p>	<p>All staff are aware of the needs of the pupils in their care and so their needs are met.</p> <p>They are aware of where information is kept and they access it regularly to refresh their knowledge.</p> <p>Staff are well prepared for their new classes through thorough hand over and access to good record keeping.</p> <p>Sufficient numbers of staff are trained to meet the needs of the pupils</p> <p>All pupils are able to access the school curriculum and pupils with high needs are</p>

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2. Improve and maintain access to the physical environment	<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>Ramps and step free access.</i> <i>Height adjustable sink</i> <i>Corridor width</i> <i>Disabled parking bays</i> <i>Disabled toilets</i> <i>Availability of downstairs classrooms for all year groups.</i> <i>Height Adjustable desks available in classrooms.</i> <i>Lockers at wheelchair level.</i> <i>Adaptations in classrooms and communal areas.</i> 	<p>LONG TERM TARGET: For all areas of the school to be accessible through a step free entrance.</p> <p>To provide showers in the swimming pool area to allow pupils with chlorine allergies to take part in swimming lessons.</p> <p>To provide a changing room area that is accessible.</p> <p>To investigate possibility of chair lift in swimming pool.</p> <p>To minimise risk of contamination for pupils with severe allergies.</p> <p>To investigate fencing for Y1 outside area to create a physical barrier for children high needs pupils who do not understand the constraints in place and run freely in the school grounds.</p> <p>To investigate ways in making the school accessible and safe to high needs pupils who do not understand the constraints</p>	<p>See Pool project plan for detailed information</p> <p>New changing room with shower.</p> <p>New flooring</p> <p>Architect drawings</p> <p>School Approval</p> <p>LBH planning permission agreements.</p> <p>Specific arrangements to be put in place for children with disabilities.</p>	DR, KK, IW	<p>Short term: 2022</p> <p>Medium term: 2023</p> <p>Long term: 2025</p>	<p>Pupils and parents are able to access all areas of the school.</p> <p>Pupils are able to take part in all activities including swimming.</p> <p>Pupils with high needs are safe in the school environment.</p>

		<p>in place and run freely in the school grounds.</p> <p>To develop OPAL activities so all pupils, including those with disabilities, are able to access them equally.</p> <p>MEDIUM TERM TARGET:</p> <p>To investigate providing a ramp to the swimming pool area. Investigate possibility of moving the playground toilets to allow enough access for the slope.</p> <p>To investigate providing alternative areas for children with disabilities to change in whilst at the pool.</p> <p>Adapt procedures so that areas in the school are kept free of certain allergens to reduce the risk of a reaction.</p> <p>Audit of OPAL activities with adaptations where necessary to allow equal access.</p> <p>SHORT TERM:</p> <p>Strategies/ Support to be put in place so that all current pupils are able to access the swimming pool.</p> <p>Staff to be made aware of procedures regarding which foods are prohibited from certain areas,</p>	<p>Survey of school pool and restriction of access.</p> <p>Risk assessments</p> <p>Padding of walls in Caterpillar room</p>			
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<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. This includes:</i></p> <ul style="list-style-type: none"> <i>Internal signage</i> <i>Large print resources</i> <i>Coloured overlays, coloured backgrounds and exercise books with coloured pages.</i> <i>Pictorial or symbolic representations (visuals)</i> <i>Visual timetables in all classrooms</i> <i>Class adaptations for pupils with specific needs eg colour blindness, hearing impairment, visual impairment.</i> 	<p>LONG TERM TARGET:</p> <p>To increase the types of information that is presented in a disability friendly way.</p> <p>MEDIUM TERM TARGET:</p> <p>Increase the amount of signage that is accompanied by a visual.</p> <p>Teachers to consider how visuals can be used to enhance the communication of information within their planning.</p> <p>Increase the amount of information that is presented on a dyslexia friendly background – including information displayed on the visualizer.</p> <p>Seek advice from specialist teachers for</p>	<p>Pupil voice – SENDco to liaise with class teachers and TAs to ascertain which types of information around the school pupils with disabilities cannot access. Consider the impact of this and then make improvements to the signage.</p> <p>Information for teachers on technical adaptations that can be made to visualizers.</p>	<p>SENDco</p> <p>Class teachers</p> <p>TAs</p> <p>SLT</p>	<p>Short term: 2022</p> <p>Medium term: 2023</p> <p>Long term: 2025</p>	<p>Pupils are able to access all necessary information and are therefore able to learn, follow routines and keep themselves safe.</p> <p>Visuals (including visual time tables) used for specific children.</p>

		<p>pupils with sensory impairments (visual, hearing) and put recommendations in place. One Page Profiles or IEPs to reflect these recommendations</p> <p>Seek advice from outside agencies for pupils with physical disabilities – Occupational Therapists.</p> <p>SHORT TERM TARGET:</p> <p>Investigate what information is difficult for pupils with disabilities to access.</p>				
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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.

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