



Language, Learning, Lives

# Accessibility Plan

## Keresley Grange Primary School

<b>Written by:</b>	Nicola Penlington	<b>Date:</b> December 2018
<b>Last reviewed on:</b>	December 2018	
<b>Next review due by:</b>	December 2021	
<b>Approved by GB:</b>	December 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.

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, specifically as part of The Futures Trust.

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.

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
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>We provide:</p> <p>Our school offers a differentiated curriculum for all pupils, including quality first teaching.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure children with additional needs make as much progress as similar children nationally.</p> <p>For children to develop a wide vocabulary, including high utility words.</p>	<p>Termly meetings to review progress of children with additional needs, and the school offer.</p> <p>Termly meeting with EP, SEMHL, CIASS.</p> <p>SENDCo advice for teachers.</p> <p>Personalised plans in place, including My Support Plans.</p> <p>Packs of information for children and families.</p> <p>Staff CPD – Emotion Coaching, Dyslexia,</p> <p>Personalised interventions as required in place and evaluated.</p> <p>Resources purchased as required/suggested.</p> <p>Speech and Language advice followed.</p> <p>Trips and visits assessed for accessibility to ensure all children can take part.</p>	<p>NP/CW</p>	<p>Ongoing</p>	<p>All children have resources to enable them to access the curriculum effectively.</p> <p>Children make progress as in line with similar children nationally.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Explain your school's approach here.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Disabled changing table</li> </ul>	<p>For all children to access all areas of the school site.</p>	<p>Maintain site and review and adjust as required.</p> <p>Respect Ambassadors review the site for concerns.</p>	<p>NP/CA/JA</p>	<p>Ongoing</p>	<p>Children access all areas of school site.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Explain your school's approach here.</p> <p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> <li>• Coloured paper - Dyslexia</li> </ul>	<p>For all children and families to access all information,</p>	<p>Continued advice from SEMHL.</p> <p>Provide information in appropriate formats if required.</p> <p>Provide children with overlays and clouted writing paper.</p>	<p>NP/JA</p>	<p>Ongoing</p>	<p>Children and families are able to access resources.</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 Nicola Penlington in consultation with the GB.

## **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives statement for publication
- Special educational needs (SEN) information report

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Completed
Number of storeys	1			
Corridor access	Some access is limited due to classrooms being accessed through other classrooms.	None possible due to school layout.	GB	
Parking bays	There is one disabled space and access can be gained via the intercom.	Continued	GB	
Entrances	Entrances are clearly marked and have a flat surface. There are some tree root concerns.	Advice has been taken regarding trees and there is appropriate paint to highlight trip hazards.	GB	
Toilets	There is one disabled toilet for an adult.	Disabled child's toilet, to be considered as part of toilet refurbishments.	GB	
Reception area	Leaflets available. Wide space.	Ensure that all families know that alternative formats can be requested for documents.	Office.	

Internal signage				
Emergency escape routes	<p>These are generally wide and clear, and well lit.</p> <p>Regular emergency drills ensure all know what to do.</p> <p>PEEPS are in place to support children and staff with additional needs.</p>	<p>Maintain and keep clear.</p> <p>Review PEEPs annually.</p>	JA/CA	