



ACCESSIBILTY PLAN

Reviewed Annually by the Headteacher – reported to the Full Governing Body

Date of last Review	Signature
September 2024	Chair

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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 Key Aim for the Accessibility Plan:

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in our school and local community for pupils, and prospective pupils, with a disability.

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, 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 children, parents, governors, specialist teachers and SEN advisors and health professionals.

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>Our school offers a broad and balanced curriculum for all pupils.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum, following guidance from SEN professionals when required.</p> <p>Some 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>All children are able to access trips and visits.</p>	<p>Development of the whole school curriculum, to ensure all children can access high quality learning experiences.</p> <p>Clear differentiation and use of adapted resources throughout the curriculum.</p> <p>Improvement of school's books and displays to reflect greater diversity, including people with disabilities.</p> <p>Completion of termly progress meetings with class teachers.</p> <p>SENCO monitoring of Learning Plan target setting and provision of interventions.</p>	<p>Established curriculum teams continue to adapt curriculum to ensure relevant quality experiences.</p> <p>Training for staff on high quality provision for a range of needs, including disabilities.</p> <p>Learning Walks and Book Looks</p> <p>Pupil voice collected</p> <p>Progress meetings added to Assessment Calendar.</p> <p>SENCO termly Learning Plan monitoring and impact of interventions.</p> <p>Ongoing staff training on EVOLVE and completion of risk assessments.</p>	<p>HT DHT SENDCO Curriculum leads</p>	<p>Summer term 2025</p> <p>Summer term 2025</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Summer term 2025</p>	<p>Alford Primary has a high-quality planned curriculum, which meets the needs of all learners so they can make the best progress possible.</p> <p>All children are making good progress in all areas of the curriculum.</p> <p>All children access wider learning opportunities, such as educational visits.</p>

		Increase staff confidence in planning educational experiences, including completion of risk assessments, to ensure all children can access the opportunities.				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>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 • Steps and hazards, such as trim rail posts, highlighted in yellow/non-slip paint • <i>White nosings fitted to all stairs</i> 	<p>All children can access the school environment.</p> <p>Development of hygiene suite and medical room area.</p> <p>Ensure appropriate access to rooms during all new building work, e.g. new staff room.</p> <p>Deliver staff training on meeting the needs of children with physical disabilities, and/or those who may require adaptations to the physical environment.</p>	<p>PEEP plans/Risk Assessments completed for children as needed.</p> <p>Liaison with contractors to ensure all building work includes adaptations needed.</p> <p>Adaptations checked and safety certificates of maintenance obtained as required.</p> <p>Facilities reviewed with regard to the needs of the current cohort.</p> <p>Training and advice obtained from relevant services and delivered to staff.</p>	HT DHT Bursar SENDSCO	<p>As needed – PEEPs/risk assessments reviewed termly or before if needs change.</p> <p>As building work is planned.</p> <p>Yearly reviews and checks of equipment. Termly health and safety walks.</p> <p>As needed to respond to the needs of individuals/cohorts.</p>	<p>All pupils and staff can access the school building and learning opportunities that are on offer.</p> <p>Staff are confident in meeting the needs of the children in their care.</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 accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • iPads with adaptations such as coloured backgrounds/text, image enlargement, whiteboard projection and text to speech software. • Dyslexia supports such as coloured overlays and coloured exercise books. 	<p>Continue to improve adaptations for pupils with a disabilities, to ensure they can access high quality teaching and learning opportunities.</p> <p>Increase staff knowledge around how to support children with disabilities.</p>	<p>Learning walks to look at provision in place.</p> <p>Monitoring of Learning Plans to ensure recording of reasonable adjustments around information delivery.</p> <p>Training and advice obtained from relevant services and delivered to staff.</p>	<p>HT DHT SENCO</p>	<p>Termly</p> <p>Termly</p> <p>As needed depending on child/ cohort need</p>	<p>All pupils can access information in school, so they make good progress with their learning and can access all opportunities school has to offer.</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 Fabrics Committee.

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
- Behaviour policy
- School Development Plan
- Teaching and Learning Policy