



Policy Document: Accessibility Plan

Policy Statement Accessibility Plan

Learning Together, Learning For Life.

Links to Visionary Statement

We aim to

- keep children’s learning at the heart of our thoughts and actions
- provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum
- create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other
- ensure that our schools are happy, safe, supportive and secure places in which to learn
- create a stimulating learning environment
- develop strong and productive partnerships with parents and the wider school community
- have high expectations in all areas of school life
- prepare children for the future

Agreed and Signed on behalf of the Full Governing Body.....

Date:.....

Next Review:.....

Last Updated: November 2016

Next Review: November 2020



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1. Aims

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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.

The Equality Act 2010 replaced all existing equality legislation including the DDA (Disability Discrimination Act). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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.



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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 cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. and 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 Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement



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Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Paulton Infant School will address the priorities identified in the plan. The plan is valid for three years 2017-20. It is reviewed annually.



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Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

	Aim for pupils	Aim for staff	Development tasks	Person/s responsible	Time Scale	Resources/ cost	Target	Monitoring
Increase access to the curriculum for pupils with a disability	<p>Children of all ages and abilities able to access the curriculum fully.</p> <p>Resources are 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</p>	Appropriate specialist support, guidance and training.	<p>Research into most recent information to support children with a range of disabilities (E.G. Thrive training, support from OT, mental Health awareness training).</p> <p>Review resources including technologies to support children’s access to the curriculum.</p>	<p>Chair of Governors.</p> <p>HT</p> <p>SENCo</p>	On-going	Sponsorship to be sought. School Fund/PTA	All children, regardless of ability able to access curriculum	Chair of Governors.

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	reviewed to ensure it meets the needs of all pupils.							
Improve and maintain access to the physical environment	Safe child-friendly classroom access at beginning and end of day	Well maintained facilities for staff with children and parents well informed.	<p>Ensure regular maintenance.</p> <p>Ensure pavements surrounding school allow wheelchair/ mobility scooter access.</p> <p>Ensure safety during building works.</p> <p>Termly review of the layout of the classroom environment and children's learning areas to ensure accessibility for children with a range of learning, behavioural or</p>	HT SENCo	On-going.	As needed	Safe secure access for all.	HT Chair of Premises sub-committee.

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			physical needs. (E.G. Resources are clearly labelled and accessible to children)					
Improve the delivery of written information to pupils	<p>All latest school information accessible via school website.</p> <p>Staff are welcoming and happy to invite parents and visitors into school</p> <p>Displays are dyslexia friendly and print is accessible to children in font size, style and colour.</p> <p>Staff use coloured overlays to identify if children require different coloured paper to enable better access to learning</p>	Up to date school information easily accessible.	<p>Regularly updated website.</p> <p>Research new software/Apps/Cloud based resources.</p> <p>Ensure all information can be translated into different languages and is easily accessible to parents</p> <p>Ensure signs are maintained</p>	KS Leaders SENCo	On-going	Budget agreed by Governors.	Website updated Termly.	By HT through regular visits.

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