



Accessibility Plan

Date written	Authorised by	Review Date
Autumn 2023	Governing board	Autumn 2026



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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities 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.

It is based on our five PROUD values:



Our children are confident learners, they work hard to succeed with every challenge.



Our children show respect for themselves and other people in our community, our country and our world.



Our children love learning and are keen to learn in our school, at home and in the future.



Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum.



Our children are confident to share their views, listen to other people's ideas and opinions and make decisions that help everyone achieve.

And links to the following articles from the United Nations Convention on the rights of the child.



Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

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, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Physical Access

Target	Strategies	Timescale	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers</p> <p>Ensure that staff and governors are aware of the access issues</p>	a) To create access plans for individual disabled children as part of the IEP process	When required	SENCo	<ul style="list-style-type: none"> • IEPs are in place for disabled pupils • Disabled students needs are met
	b) To ensure staff and governors can access areas of the school used for meetings	In place	Headteacher	<ul style="list-style-type: none"> • Ground floor classrooms/meeting rooms, with ramp access, are chosen for governing body and staff meetings. (At Randall Place) • Lift is available to floors 1 and 2 (At Royal Hill)
	c) Annual reminder to parents, through school newsletter "The Wolfe", to let us know if they have problems with access to areas of the school	In place	Headteacher	<ul style="list-style-type: none"> • Continually monitored through parent feedback
	d) Circulate information to relevant staff	In place	Business Manager/HR	<ul style="list-style-type: none"> • Staff information on display in staffrooms and on staff noticeboards regarding accessibility. • Policy on display on the staff noticeboard

<p>Ensure everybody has access to the main reception area at either site</p>	<p>a) Ensure that nothing is preventing wheelchair access to the main reception at either site</p> <p>b) Ensure that the external doors are wide enough for a wheelchair to enter/exit</p> <p>c) Provision of appropriate seating at both campus receptions</p>	<p>Daily check by premises to clear the area</p>	<p>Premises team H&S representative</p>	<ul style="list-style-type: none"> • Disabled parents/visitors/pupils/staff feel welcome • Visitors can enter the reception area and
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Equality & Inclusion

Target	Strategies	Timescale	Responsibility	Success Criteria
<p>To improve staff awareness of disability issues</p>	<p>a) Review staff training needs</p> <p>b) Provide training to members of the school community as the need arises</p>	<p>On-going</p> <p>Included in Induction training</p> <p>Annually</p>	<p>Headteacher</p>	<ul style="list-style-type: none"> • Assembly awareness, for staff and pupils, to ensure that disabilities and associated difficulties are shared with pupils.

	c) Annual Deaf Awareness training			
To ensure that policies consider the implications of disability access	a) Consider during policy reviews	On-going	Headteacher Heads of Campus	<ul style="list-style-type: none"> Reviewed policies, from this point forward, take into account the need to plan for children who have a disability or may need modified curriculum, physical access.

Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
To continue to train staff to enable them to meet the needs of children with SEND	a) Review staff training needs b) Continue to enable staff to refer concerns about children to the Inclusion Team regarding SEND needs	On-going On-going	SENCo	<ul style="list-style-type: none"> Regular monitoring of staff needs related to SEND pupils, progress and meeting their wider needs. Inclusion team meets regularly (4 weekly cycle) to discuss referrals – actions fed back to the teacher.
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	a) The needs of SEND pupils are carefully factored into off-site visits to ensure the safety and educational well-being of the child.	At the point of planning the visit	Teacher	<ul style="list-style-type: none"> All providers of out-of-school educational activities will comply with the school's commitment to offering SEND children equal access to visits. SEND children's needs are catered for and carefully considered when booking educational visits.

	b) Review the educational visits procedures regularly	On-going	Assistant Head Teachers	
To provide specialist equipment to promote participation in learning by all pupils.	a) Assess the needs of children in each class, and on a case-by-case basis, to ensure that equipment needed is available.	On-going	SENCo	<ul style="list-style-type: none"> Specialist equipment such as pencil grips, headphones, ear defenders, writing slopes etc are purchased to support learning needs.
To meet the needs of individuals during statutory end of KS tests	a) Children will be assessed in accordance with the standards and testing agency guidelines. Those who regularly require modifications to support their needs will have changes made as necessary.	On-going	Headteacher SENCo Head of Year 2/6	<ul style="list-style-type: none"> We support the needs of those who require modifications to test practice Children feel comfortable and are able to undertake tests in an environment that suits their learning needs.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the governing board.

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
- SEND policy
- Supporting pupils with medical conditions policy