

Plaxtol Primary School



Accessibility Plan

This policy has been impact assessed by Mrs Claire Rowley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

<u>Date reviewed</u>	<u>October 2023</u>
<u>Chair of Governors</u>	<u>Mr Kim Johnson</u>
<u>Head Teacher</u>	<u>Ms Claire Rowley</u>
<u>Date of Next Review</u>	<u>October 2026</u>

Accessibility Plan 2023-2026

Aims and Legislation:

Plaxtol Primary 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 values reflect our commitment to a school where there are high expectations of everyone and our pupils are provided with high quality learning opportunities so that each one attains and achieves their full potential. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and celebrating every success.

Schools are required under the Equality Act 2010 to have an Accessibility Plan. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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

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

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.

This accessibility plan will be made available online on the school website, and paper copies are available upon request.

Objectives:

Plaxtol Primary School is committed to providing an environment that enables full curriculum access and values and includes all pupil, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and social needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parental knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the availability of written accessible information to pupils with disabilities; examples could include hand-outs, timetables and textbooks being made available in preferred formats within a reasonable timeframe.

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 Accessibility Plan will be published on the school website and will be monitored through the Full Governing Body. The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility. Progress on these measures will be updated annually and reported to the governing body.

We have included a range of stakeholders in the development of this accessibility plan, including the SENCO and governors.

ACTION PLAN:

- 1 – Staff training
- 2 – Teaching and Learning
- 3- School estate
- 4 – Improve the delivery of written information

Priority area	Short term	Outcome	Medium term	Outcome
1 - Staff training				
1). To ensure pupil with medical needs are fully supported.	Update staff training regularly on current pupils with SEND and medical needs such as epilepsy. Arrange training as soon as possible prior to any child joining the school with a specific medical condition.	All teachers/ teaching assistants are able to fully meet the requirements of disabled children's health needs.	Ensure First aid training is monitored and regularly reviewed.	All teachers/ teaching assistants are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.
2). Ensure support staff have specific training on disability issues	Staff discussion to share knowledge at relevant meetings. Targeted training for staff using online resources at Thirsty Scholars or Nexus or SPPS.			

2 - Teaching and Learning				
1). To ensure that all children can participate in the school curriculum.	Liaise with pre-school providers to prepare for any additional needs or adjustment required for the intake of children into EYFS.	All staff have up to date training on specific SEN needs.	Ongoing identification of children who may need additional support, reasonable adjustments or specialist resources.	Staff have the required training to support SEN pupils in accessing the curriculum.
	SLT and SENCO to monitor quality of differentiation and provision for SEND including in physical activities.	Successful differentiation in teaching.	Teachers confident in a range of methods and resources to support SEND pupils.	All children can access the full curriculum with appropriate support.
	Provision mapping to be used to quickly identify and support SEND children to access the curriculum.	Appropriate interventions in place.	More formal transition between classes ensuring interventions and support are provided without gaps.	Children with SEND needs succeed from the start of Term 1 each year.
2. Opportunity for children to learn more about positive role models with disability.	Book assemblies/workshops of visitors in school who portray a positive image of people with disabilities.	Higher profile for celebrating inclusion and link to British values.	To deepen pupils understanding of disability	Children have a greater understanding of all kinds of disability.
3 - School estate – minor capitals				
1) Ensure appropriate seating for volunteer readers at the school.	When timetabling ensure that visitors in school have access to required seating.	Improved comfort and safety for volunteer readers.	Audit chairs available	Volunteers with health needs are supported in school.

School estate – major capitals				
1) Enable improved safe access to the playground without using side steps.	Quotes for path from side gate in staff car park to the playground.	Improved access for pushchairs and those with limited mobility.	Path will be installed by chosen provider and funded by PSA.	Accessible and safe site for all regardless of condition and weather.
4 - Information for parents				
To ensure documentation is accessible for all parents/carers and pupils	Hard copies to be sent out to parents whom are unable to access online. Large print format available. Manual booking of online appointments by the office if needed.	Able to provide written information in different formats as and when required for individual purposes	If parents have difficulty accessing written information provided by the school then they will provide alternative communication.	All school information available for all.

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by:

.....SEN Governor

Date:

.....Headteacher

Date:

..... SENCO

Date: