

Abbey Lane Primary School



Accessibility Policy and Plan

October 2022

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1. 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.

Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.

2. 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.

At Abbey Lane Primary School, we are committed to providing an accessible environment, which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to further improve the accessibility of our provision for all pupils, staff and visitors to the school.

The plan will be made available online on the school website, and paper copies are available upon request. Its purpose is to show how the school intends to proactively improve the accessibility of school life for those who have a disability over the next three years.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

At Abbey Lane, we support any available partnerships to develop and implement the plan. We consult with our families and external agencies (e.g. Occupational Therapy, Speech and Language Therapy, Visual Impairment Team) to determine strategies to support disabled pupils.

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 parents, staff and governors of the school.

Action has already been taken by the school to improve and support children with disabilities accessing the curriculum. These actions includes:

- Providing 1:1 support
- Flexible class structures and deployment of staff
- Alternative learning environments
- Individual education plans
- Comprehensive pastoral team
- Use of resources to ensure all children are able to see and hear presentations and assemblies

Action has also been taken by the school to ensure pupils with disabilities can access the school's physical environment; this has included:

- Ensuring corridors and classrooms are well lit
- Ensuring there is a designated accessible toilet in each building
- Ensuring there are nosings on steps and other hazards are highlighted
- Using carpets and curtains to improve acoustics
- Ensuring there are dedicated quiet areas

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
Increase access to the curriculum for pupils with a disability	<p>Abbey Lane Primary School offers a differentiated curriculum for all pupils. Our curriculum designed around the needs of the pupils and local community. We use resources tailored to the needs of pupils who require support to access the curriculum.</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. We follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher works with the SENCO to carry out a clear analysis of the pupil's needs. This draws on questionnaires, observations, internal assessments, advice and assessments where needed from external agencies, monitoring of behaviour, views from the pupils and parents/carers. Teachers, Teaching Assistants, HLTAs and volunteers who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching</p>	To ensure that our curriculum and extra-curricular activities are accessible to all pupils – medium term	<p>Quality assurance of curriculum content and delivery (differentiation & provision) Monitoring through planning and work scrutinies, collection of pupil voice with FUSION TSA for external advice (separate Action Plan focuses on this)</p> <p>Monitoring of accessibility of extra-curricular activities.</p>	<p>SENCO SLT</p> <p>Extended Learning Lead SENCO</p>	<p>Ongoing</p> <p>Half termly</p>	<p>Curriculum designed around the needs of the pupils and local community.</p> <p>All extra-curricular school provision to ensure compliance with legislation and enable participation for all, including those with disabilities.</p>

	<p>strategies or approaches that are required. Support is regularly reviewed along with interventions and their impact on the pupil's progress</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Ongoing programme of staff CPD for training in disability awareness to reflect diverse needs of students within our school e.g. ASD, Dyslexia, Visual Impairment and inclusive recording methods.</p>	<p>To ensure that curriculum resources include examples of people with disabilities – long term</p>	<p>As part of curriculum redesign, complete audit of current resources and ensure examples of people with disabilities are included as resources are purchased.</p>	<p>SLT SENCO Subject Leaders</p>	<p>Ongoing</p>	<p>Resources across the curriculum include examples of people with a range of disabilities.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Access to external doors at wheelchair-accessible height. • Lift access to second floor in new building • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>The environment is adapted to the needs of pupils as required (reasonable adjustments in line with the 2010 Equality Act) Medium term as dependent upon the needs of pupils on roll.</p>	<p>Ongoing monitoring of the accessibility needs of our pupils and adaptations needed.</p>	<p>SENCO SLT Building Supervisor</p>	<p>Ongoing</p>	<p>Access to our physical environment is maintained and adapted to meet the needs of our pupils with disabilities.</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 • Radio Aids • Pictorial or symbolic representations <p>We provide information and letters in clear print in "simple" English School staff support parents to access</p>	<p>Review effectiveness of communication strategies across the school Medium term</p>	<p>Monitoring of pupil, staff and parent/carer views.</p>	<p>SENCO SLT</p>	<p>Ongoing</p>	<p>All parents/carers, children and staff receive information in a form that they can access.</p>

	information and complete school forms					
	We use child friendly SEND review formats, tailored to individual needs where appropriate					

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 Governing Body.

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

We follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher works with the SENCO to carry out a clear analysis of the pupil's needs. This draws on questionnaires, observations, internal assessments, advice and assessments where needed from external agencies, monitoring of behaviour scores, views from the pupils and parents/carers. Teachers, Teaching Assistants, HLTAs and volunteers who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Support is regularly reviewed along with interventions and their impact on the pupil's progress.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Lifts	There is one lift in the newer building.	Ensure that any child who needs support to walk up stairs are either placed in the new building or on the ground floor. This may mean rearranging the location of year groups.	HT	As necessary
Parking bays	The school car park has designated parking bays, including a 'Disabled' car parking space, closest to the main office entrance.	School has just reassigned a Disabled parking bay – this needs to be reviewed to assess its effectiveness.	HT SBM Premises Manager	July 2023
Entrances	None of the entrances to the school have stairs. The main entrance is clearly signposted, and operated with push buttons at a suitable height.	NA	NA	NA
Ramps	There are 'ramps' in the form of sloped access to each building should it be necessary for somebody to use them	Ensure that all staff are aware of the access routes, including to the Main Hall via the playground.	NA	NA
Toilets	Each building has at least 1 disabled toilet. There are toilets on every story of the school buildings.	NA	NA	NA
Internal signage	Fire signage complies with regulations. All classrooms, communal areas and rooms have signage.	Review signage throughout school, including use of size and tonal contrast i.e. disabled toilet.	HT Governors SBM Premises Manager	July 2023