

Accessibility plan

Curry Rivel C of E Primary School

Approved by:	Peter Staddon	Date:	October 2017
Last reviewed on:	October 2017		
Next review due by:	October 2020		

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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. Under the key principles of LWL: Co-agency, Trust, Everybody and Unpredictability. See school ethos document for more detail

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. Currently this could take the form of support from the local authority particularly around improvements made to the physical environment.

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: pupils through student parliament, parents through parent forums, staff and governors of the school.

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
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i> <i>We believe in the principles of LWL which is built on the foundation that everyone has the chance to succeed, everyone has the capacity to surprise</i> <i>We do not stream or set according to ability but use the language of capacity.</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>Curriculum progress is tracked for all pupils, including those with a disability.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	To ensure curriculum resources include people with disabilities	Audit current resources in all areas of the school	Phase leaders	Summer 2018	Resources audited and improved

Improve and maintain access to the physical environment	<i>The environment is adapted as far as possible to the needs of pupils as required.</i> <i>This includes:</i> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i>	To improve access to all areas of the school. Particularly the top playground and the Eliot buildings.	Investigate the possibility of improved ramp access to Eliot buildings. The need for a ramp to access top playground. To reinstate the changing rooms on the end of hall and to be more accessible to all Ensure doors to key areas are easily accessed incl Hall A ramp to access SEN room	Business manager Caretaker Head	Ongoing from 2017 to 2020 whenever building work occurs	
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Somerset total communication</i> • <i>Dyslexia friendly materials incl coloured books and whiteboards</i> • <i>Dyslexia friendly reading books for older children</i>		Improve signage and resources available to those	SLT incl Senco and Nursery Lead	By Summer 2019	

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school was originally Victorian with significant barriers to access including 3 steps into one classroom and one of the main entrances. More recent additions have improved access including a more accessible front door and disabled toilet facilities	None	Head/Business manager/Senco/Careteaker	
Corridor access	Corridor access is very good in new part of the school and okay in old part of the school.	Little can be done to improve Victorian corridors, however ramps could be investigated and costed for access to Discovery and KS1.	See above	Summer 2018
Lifts	There are no lifts	N/A		
Parking bays	There are currently no disabled parking bays	Cost of marking bays is a barrier.	See above	N/A
Entrances	The front access to the school is accessible to people with disabilities however some of the classrooms and rear entrances are	Currently costing alternative entrances to Eliot and to Hall which would improve access to the rear of the school. Whenever a new entrance or door is considered wheel chair access will be considered. No action due to budget	See above	N/A

	less so.			
Ramps	There are ramps to access parts of the school. But there is not ramp to access back playground	Cost ramps for Discover and access to ks1	See above	Costings to governors prior to budget setting 2018
Toilets	There are two disabled toilets one a public and one for staff.	Reinstatement of changing at the rear of school whilst improving access to hall is a long term ambition for the school.	See above	N/A
Reception area	Reception area is open and accessible	N/A	See above	N/A
Internal signage	There are some STC signage in school, but not universal	To audit signage and implement improvements where identified	See above	Summer 2018
Emergency escape routes	Some emergency escape routes are less accessible due to width restrictions and steps. Eg. Discovery	Provide ramps for key areas with steps	See above	See above