

# Accessibility Plan

## Wrestlingworth VC Lower School



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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.

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, this 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 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	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	Ensure staff training for children with specific disabilities when required.	Review admissions/transfer information to ensure training is planned for.	SENDCO	Annually and when a pupil transfers in-year	<p>Staff will have relevant training to support children in their class.</p> <p><b>Relevant resources reviewed by Governor with responsibility for accessibility</b></p>
Improve and maintain access to the physical	<i>The environment is adapted to the needs of pupils as required.</i>	Disabled parking arrangement to be made when required.	A marked parking space that allows for easy access to the building.	Headteacher	When required	Improved disabled access

environment	<p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Access to external doors</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>					
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Providing and using specialist equipment where required</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	To provide relevant access to information according to the cohort of pupils.	Review admissions/transfer information to ensure appropriate access is provided.	SENDCO	Annually and when a pupil transfers in-year	Pupils will have appropriate access to information.

## **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 Full Governing Body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) and 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
Entrances	Hall door, Reception classroom and Key Stage 1 classroom are accessible at same level. Key Stage 2 classroom can be accessed by coming through hall door.	None currently		
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions	All school staff	September 2017
Signage	Classrooms and toilets have signs.	Purchase sign for Office	Office Manager	November 2017
Fire Alarms	Auditory alarm is in place.	Consider suitable alert for deaf/hearing impairment if required	Headteacher/SENDCO	When required
School Office	School Office is accessed by a step but is also accessible through the building via hall door.	Ensure adults requiring access to School Office are shown a suitable route.	Office Manager/Admin Assistant	When required
Emergency escape routes	Labels in good condition and clearly displayed throughout school.	Continue to ensure signs are maintained.	Caretaker SLT	Ongoing