



Accessibility Plan

Approved by:	Date:
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Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever." Psalm 52:8



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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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

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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.

We have carefully considered and analysed the impact of this plan on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED).

This plan complies with our funding agreement.

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3. Action Plan

Aim	Strategy	Outcome	When	Intention Met
Children are fully integrated within the classroom.	Teaching assistants are used to support children appropriately	Needs of all children are fully met.	On-going	Curriculum accessible to all pupils.
Pupils with disabilities are fully involved at playtimes.	Specific information is shared among staff to ensure they are aware of needs and strategies. Appropriate 1:1 support assigned where appropriate. Lunch club in place.	Other children & adults aware of the needs of disabled pupils Specific adults or children allocated to support pupils with disabilities.	On-going	All pupils included in all aspects of school life.
Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities.	Audit adult training needs to identify appropriate training courses, including medical interventions. Bring training to the attention of relevant staff; Ring fence funding to support staff training and development. Use of outside agencies, specialist centres and support groups.	Staff trained and supported.	On-going	Staff confidence enhanced by appropriate training.
All members of the community have equal opportunities to access the school premises and relevant information.	School premises are inspected and reviewed to ensure accessibility for all (including Health and Safety audits). School provides information in range of alternative formats when necessary.	Needs of all members of the school community are fully met. Access to the park in school granted via permits for those with permanent or temporary disability.	On-going	Physical accessibility of school maintained. Measures are in place to ensure accessibility for everyone.
Ensure all new building works conform to inclusion and accessibility guidelines.	Use of appropriate support from Building Consultant, LA and Diocese. Assess the impact of new legislation in relation to accessibility and discrimination issues.	Building completely accessible to all.	On-going	Physical accessibility of school maintained. Measures are in place to ensure accessibility for everyone.
Pupils with autistic spectrum disorder / communication	Advice from outside agencies sought and acted upon. Relevant training provided for staff. Appropriate Visual timetables and	Classroom resources are adapted and provided to make learning accessible to pupils on the autistic	On-going	Pupils on the autistic spectrum have access to appropriate resources and learning support.

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disorders have access to the curriculum and are included.	signing are used TA support provided as appropriate. Social communication strategies included on Personalised Provision Plans, including the use of signing.	spectrum. Personalised Provision Plans and Pupil one page profiles for each individual record the nature of specific need and adaptation.		Pupils on the autistic spectrum develop greater independence and reduce reliance on others.
Pupils with hearing impairments are suitably catered for.	Audio bars fitted to IWB system. Pupils are seated where they can lip read if need be; written support provided in addition where appropriate. Specific equipment provided by the Hearing Impairment service for individuals is employed. Signing is promoted and would be used to support understanding for HI pupils as well as those with ASD.	Issues with sound to be raised and addressed promptly by IT technician. Adults attend training annually for specific pupils and are confident in the use of the technology on a daily basis. The school use a total communication approach e.g. use of photos/ symbols/ gesture.	On-going	Those with hearing impairment are enabled to access the full curriculum and benefit from collective gatherings.
Review appropriate colour schemes, signage and non visual guides when refurbishing, especially to benefit those with visual /sensory impairments.	Communication in Print in use – symbolic language Seek advice from LA SEND/ sensory support service on appropriate colour and tactile nonvisual signage (where appropriate) for individuals.	Ensure classrooms are accessible to visually impaired members of the community.	On-going	Physical accessibility of school increased.
Pupils with visual impairments have access to the curriculum.	Advice from outside agencies sought through liaison with parents and outside agencies.	Advice is disseminated and acted upon.	On-going	Pupils with visual impairment are enabled to access appropriate resources.
Classrooms and resources are accessible to visually impaired pupils.	As part of whole school decorating programme, review appropriate colour schemes. Coloured paper/ overlays/ pens/ print, used when appropriate. Pupils seated in appropriate place Where appropriate larger type used. Use of ICT (i-pads, large icons on desktop etc.) Information provided orally or aurally.	Colour schemes enhance learning environment for visually impaired pupils. Classroom resources are adapted and provided to make learning accessible to visually impaired children.	On-going	Pupils with visual impairment are enabled to access appropriate resources.
Pupils with speech and language difficulties have access to the curriculum.	Relevant training provided for all staff working with individual children Speech and language screenings for all EYFS Referral to SALT team Input from Speech therapist. Individual meetings with Speech and	Staff empowered to deliver specific support including that highlighted via Wellcomm language screening Personalised provision plans in place with	On-going	The curriculum is accessible to children with speech and language difficulties and programmes of support are in place to ensure access to the

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	Language therapists as need arises. Basic signing shared and revisited with EYFS and KS1 staff specifically as well as Sign of the Week for all staff. Wellcomm resource used to assess language. Closed questions will be avoided, where possible, and pupils encouraged to speak in sentences. Pupils are given time to process language and respond. Staff avoid ambiguous vocabulary and reinforce speech with facial expressions.	specific SALT targets Pupils meet targets. Communication with therapist enhanced for parents and staff through face to face meetings. EYFS classroom staff familiar with signing to support oral language. Understanding and assessment of language difficulties improved within school. Teaching approach adapted to cater for the needs of pupils with speech and language difficulties.		curriculum, understanding by others and delivery of specific objectives.
Pupils with specific physical and/ or medical needs, which may be permanent or temporary, are supported to access the curriculum.	Advice from outside agencies sought and acted upon. Relevant training provided for all staff working with the child/ren Activities and resources are adapted to the pupil's need where necessary Teaching Assistant support provided as appropriate Specific strategies are documented and recorded including Care Plans and monitoring records.	Classroom resources are adapted and provided to make learning accessible to pupils on with physical challenges. The nature of specific need and adaptation are documented and intervention recorded.	On-going	Pupils with specific physical and/ or medical needs have access to appropriate resources and learning support in relation to their needs (permanent or temporary disability).
Pupils with dyslexia have access to the curriculum.	SENDco, teachers and SEN teaching assistants have regular training. Class teachers identify pupils with dyslexic tendencies and refer them to SENDCo Personalised Provision Plans set up with termly parental involvement Access to supportive resources is facilitated to ensure pupils are confident to engage with the curriculum Work differentiated to allow access Fair allocation of teaching time.	External training opportunities identified for individual staff and resources disseminated. Difficulties are clearly identified and recorded i.e. phonic assessment, speed of writing. Strategies addressed by staff working with the pupil Progress towards targets is measurable so that they are fully/ partially met by review date Audit of resources and classroom environment Dyslexia friendly texts and dictionaries freely available. Relevant resources employed such as overlays, larger text, font type, speech to text, audio.	On-going	The needs of pupils with dyslexia are addressed and additional support is available.

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		Additional time provided to complete tasks.		
Pupils with behaviour support needs are included in all activities.	Positive behaviour strategies used throughout the school based on a Therapeutic approach, our school vision and values programme. Parents involved in discussions about pupils who exhibit challenging behaviour using Roots and Fruits (see Steps). Pupils with challenging behaviour are supported initially by additional strategies and adults within the school Referral to the Behaviour Support Base for additional strategies and support where appropriate including in school support for whole class groups. Pastoral Support Plans put in place for pupils who exhibit challenging behaviour.	High standards of behaviour evident throughout the school. Parents supportive of interventions discussed with school. Support assistants and / or teacher working with pupils Pupil has clear expectations of standards Strategies shared with all staff. Personalised strategies amended. Clear targets and timelines established with pupil, parents and staff.	ongoing.	Positive behaviour strategies used throughout the school Pupils feel safe. Parents support strategies in school and at home. Pupils with challenging behaviour supported initially by adults within the school. Behaviour Support Base provides additional strategies, support and adult intervention where appropriate. Pastoral Support Plans in place for pupils who exhibit challenging behaviour.

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 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
- SEND policy
- Supporting pupils with medical conditions policy

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