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**Date**: **December 2022**

**Type:** A: Statutory policies required by education legislation ~ Special Educational Needs

**Approval**: Full Governing Body.

**Review frequency**: The accessibility plan should be updated every 3 years or sooner if any change in access arrangements is required.

**Review date**: **December 2025**

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**Living out our vision and values, which focus on showing love for one another, our school aims to treat all its pupils fairly and with respect. To this end, as a school, we recognise:**

**i) Our duty under the Equality Act 2010**

**“from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”**

**Schools and LAs, therefore, must:**

* **Not treat disabled pupils less favourably**
* **take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty).**

*The definition of disability is:*

*“A person suffers a disability 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 carry out normal day-to-day activities.”*

*Physical or mental impairments can include sensory impairments (such as those effecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.*

**ii) That Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans**

**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 and their families to take better advantage of education, benefits, facilities and services provided

• Improve the availability of accessible information to disabled pupils and their families

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| **Aim** | **Strategy/current established practice.** | **Actions to be taken**  **( RED: urgent action required**  **ORANGE: action to be planned for GREEN: Ideal scenario and long term aims )** |
| **Increase the extent to which disabled pupils are represented in the curriculum** | **Some curriculum resources include examples of people with disabilities.** | **We will ensure that more books, purchased for classrooms, will include examples of people with disabilities.**  **Arrange for disabled visitors eg Bart Gee to be planned into curriculum.** |
| **Improve the physical environment of the school to enable disabled pupils and their families to take better advantage of education, benefits, facilities and services provided** | **The school main building is on a single storey with ramp access to the main entrance and to the entrance of the 2 classes not in the main building.**  **Doorways are wide enough to enable wheelchair access.**  **Disabled toilet facilities are available with a shower facility.**  **The exterior environment is on one level with a concrete pathway around the edge of the playing field.** | **Ensure that wheelchair access is provided to all areas in school.**  **Disabled parking spaces.**  **Accessible outdoor play equipment provided so that future physically disabled pupils can play in the same way as all other pupils.**  **Lighting around front of building onto the road to be improved** |
| **Improve access to the curriculum and the availability of accessible information to disabled pupils and their families as need arises.** | **Our school offers an adapted curriculum accessible to**  **all pupils.**  **We use resources tailored to**  **the needs of pupils who**  **require support to access the**  **curriculum.**  **Curriculum progress is**  **tracked for all pupils,**  **including those with a**  **disability.**  **Targets are set effectively**  **and are appropriate for pupils**  **with additional needs.**  **Chromebooks and ipads with relevant software are available to support pupils.**  **Correspondence to families is available in both electronic and paper copies.**  **Signage around school is clear easy to read text**  **Size and Text of font and colour of background considered when using interactive white boards in each classroom.** | **Adaptations to curriculum, resources and methods of messaging made on an individual basis.**  **Hearing loop installed**    **Signs in braille**  **Staff trained in Makaton signing** |

**Monitoring:**

The school recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

This document will be reviewed every 3 years.