

Accessibility plan 21-22

Hugh Joicey C of E First School, Ford



We will grow well, flourish and live life in all its fullness.

Approved by: Jacqueline Dalrymple

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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.

- *We will grow well (mentally and physically)*
- *We will flourish (we will be the best we can be)*
- *We will live in all its fullness (we will enable every individual to reach their potential and access as much as possible, wherever we can make it possible.)*

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.

Northumberland County Council

Newcastle and Durham Diocese

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, parents, 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
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>	<p>IEPs</p> <p>e.g twinkl include positive examples of people with disabilities</p> <p>Formative and summative assessment and IEP</p>	<p>Reviewed termly</p> <p>Staff awareness</p> <p>Reviewed termly</p>	<p>JD + class teachers</p> <p>JD</p> <p>Teachers</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Ramps</i> <i>Corridor width</i> <i>Disabled parking bays</i> <i>Disabled toilets and changing facilities</i> <i>Library shelves at wheelchair-accessible height</i> 	<p>We have a difficult site however ramp access is kept clear, toilet facilities are accessible downstairs</p>	<p>If needed, the class would be based on the ground floor to accommodate a child or staff member with mobility problems.</p>	
Improve the delivery of information to	<p><i>Our school uses a range of communication methods to</i></p>		<p>We have previously used Makaton.</p>	

pupils with a disability	<p><i>ensure information is accessible.</i> <i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 		Currently use Visual timetables and adapt resources for children with sight difficulties.	
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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 Headteacher and 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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken
Number of storeys	2	Stairs – investigation was undertaken to install li asbestos and architecture of old building does n this.
Corridor access	Wide downstairs – all classrooms, hall and toilets accessible	n/a
Parking bays	0	We have a large staff parking area and parent p we have a pupil with mobility issues we will alloc for the
Entrances	1 – Front door	Wheelchair accessible if required
Ramps	From front door to car park and to Forest and garden	Should we have someone in a wheelchair we wi the forest path remains wide and clear enough.
Toilets	Downstairs, 1 accessible	Well maintained, private and appropriate
Reception area	Wide and clear	Keep access and cloakrooms clear and tidy to e accessible as well as in line with Health and Saf Fire requirements.
Internal signage	Fire exits, toilets, First Aid labelled	
Emergency escape routes	Hall and Front door	Keep clear