

Accessibility Plan

Red Hill CE Primary School



Amendment History:

Date	Issue	Status	Reason for Amendment	Person / Role Responsible
May 2021	1	Approved	2018 as part of single equalities plan- now a separate document	S.Denstone

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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 encourage all children to learn and improve. We value all children as unique individuals who should have access to all aspects of education. We strive to ensure our curriculum is inspiring, creative and child led.

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.

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 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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises (See our SEND policy and School Information report for more information)

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 Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils 	To ensure all children have access to a differentiated curriculum	Phase Leaders, SENDCo and SLT to monitor regularly.	SENDCo SLT	Ongoing Termly	All pupils have access to an appropriately differentiated curriculum
	<ul style="list-style-type: none"> Our school offers a bespoke curriculum for those that need it 	To ensure some children have access to a bespoke curriculum	Phase Leaders, SENDCo and SLT to monitor regularly.	SENDCo SLT	Ongoing Termly	Some pupils have access to a highly bespoke curriculum
	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum 	To use/buy appropriate resources needed to support the curriculum	Class teachers/SENDCo	Class Teacher/SENDCo	Ongoing Termly	All pupils to have the appropriate resources needed to access the curriculum
	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability 	To track the progress of all pupils closely and regularly	Phase Leaders, SENDCo and SLT to monitor regularly.	SENDCo SLT	Ongoing Termly	The progress of all children to be monitored closely and appropriate actions and interventions to take place.
	<ul style="list-style-type: none"> Targets are set effectively and are appropriate for pupils with additional needs 	To track the progress of pupils through SMART targets	Class teachers/SENDCo	SENDCo SLT	Ongoing Termly	Children with additional needs are appropriately challenged and monitored
	<ul style="list-style-type: none"> The curriculum is reviewed to ensure it meets the needs of all pupils 	To review the curriculum regularly with the children at the heart of all curriculum decisions	Phase Leaders, SENDCo and SLT to monitor regularly.	SLT	Ongoing	All pupils to have access to a stimulating, engaging and creative curriculum

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps inside and outside • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Accessible height door releases • Regular advice from Outside agencies and loaned equipment as needed • Improved visibility stripes • Lowered coat pegs • Accessible field • Lowered white boards if needed • Adaptations to the immediate environment for those with ASD or sensory needs 	To ensure that all children have access to all parts of the school environment	<p>Maintain current good practice and review as needed according to the needs of the children in school</p> <p>Monitor and review regularly</p>	SENDCo and SLT	Ongoing	All children will have access to the school environment

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Appropriate technology bespoke to the child's needs • Appropriate equipment bespoke to the child's needs • Appropriate staff training as needed bespoke to the child's needs 	To ensure all children have information delivered to them appropriately	<p>Maintain current good practice and review as needed according to the needs of the children in school</p> <p>Monitor and review regularly</p>	SENDCo and SLT	Ongoing	All children have information delivered in an appropriate way to meet their needs

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 and the headteacher.

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 (SEN) information report
- Supporting pupils with medical conditions policy