



**Accessibility Plan**  
November 2022  
Next Review: November 2025

# Accessibility Plan

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## Vision

'Learning to work together, working together to learn.'

## 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.

## Key Principles

Our approach to equality is based on the following 7 key principles:

**1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

**2. We recognise, respect and value difference and understand that diversity is a strength.** We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.

**4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

**5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

**6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential



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**7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

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.

### 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.

### Accessibility Plan

Intent	Implementation	Responsibility	Time Scale	Impact
To ensure all policies, where necessary, consider the implications of disability access	During natural review of policies, consider and include measures to address disability access	HT & Governors	On-Going	Policies are fully inclusive of issues related to disability and reflect current legislation.
To ensure that any pupil receiving treatment for a serious medical condition or who is isolating for medical purposes has access to teaching and the curriculum when at home and has minimal risk of contracting infections when at school.	<p>Liaise with parent and hospital outreach to ensure a teaching program is in place.</p> <p>Use Dojo &amp; Teams to support home learning.</p> <p>Parents of other pupils to be reminded to inform school of any illness</p>	Staff	On-Going	Child continues to access curriculum and recovery is not slowed down by infection from other pupils.



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	or infections in their children.			
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds. Suggest actions to be implemented. Ensure stairlift is serviced yearly.	HT & Governors	Annually	Access to all areas will be improved.
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Teachers & SENCO	On-Going	Staff enable all children to access the curriculum
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. E.g. pencil grips, headphones, writing slopes etc	Teachers & SENCO	On-Going	All children will be able to work as independently as is possible.
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	Teachers, SLT and SENCO	Annually	Barriers to success will be reduced as far as possible enabling children to succeed with testing.
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as required. Information is also provided in PDF format and can be downloaded from the school website.	All Staff	On-Going	Parents/Carers with particular needs will have the same access to information as any other parent/carer.
To ensure that parents/carers who have a disability, can access events such as: Parents' Evenings and performances.	Use alternative entrances and ramps/stairlifts as needed to access the relevant part of the school.	All Staff	On-Going	Parents and carers who have particular needs are able to access the school.



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### **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 the Governing Board.

It will be approved by the Governing Board.



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