



ACCESSIBILITY PLAN

GARBOLDISHAM CHURCH PRIMARY SCHOOL

This policy is available on our school website and is available on request from the school office.

Policy Consultation & Review

This document will be reviewed by the Governing body at least every 3 years.

This policy was last reviewed and agreed by the *Governing Body* on *26/11/17*

It is due for review on *26/11/20*

Signature *Sydney Halliwell* Headteacher Date: *27/11/17*

Signature *M. E. O'Connell* Chair of Governors Date: *24.11.17*

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Action plan.....	3
4. Monitoring arrangements.....	4
5. Links with other policies.....	4
Appendix 1: Accessibility audit.....	5

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.

The ethos of our school is such that all people who come in, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, a good standard of behaviour, marked by respect and responsibility. The aims for equality and inclusion are therefore embodied in the school aims.

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, 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, staff and governors.

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	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Adjustments made in MTP and daily plans	Review MTP	SH/all staff	2/18	Plans for all classes will have differentiation in as appropriate.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Practical resources, that children are used to, available in lessons requiring them	Evidence in daily plans	SH/all staff	12/17	As above
	Curriculum resources include examples of people with disabilities.	Ensure that these are used	Subject for staff meeting	LH	12/17	Resources used in class
	Curriculum progress is tracked for all pupils, including those with a disability.	Target setting & data reviews includes analysis of target groups	Target setting & data review	SH/class teachers	on-going	Data in place
	Targets are set effectively and are appropriate for pupils with additional needs.	Liaise with staff to identify appropriate targets	Targets set in Pupil Asset & FFT Aspire	SH/Class teachers	1/18	Targets in place
	The curriculum is reviewed to ensure it meets the needs of all pupils.	To review curriculum & identify elements to meet specific need	Curriculum review	All staff	9/18	Curriculum will reflect adaptation

Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required. This includes: Ramps Corridor width Disabled toilets and changing facilities Library shelves at wheelchair-accessible height</i>	Ensure that new toilet block is accessible to children with reduced mobility (Disabled toilet facilities with hand rails available in main building) Improve path to log cabin. Ensure that new projects consider a full range of disabilities	On-going discussions with builders	SH	3.18	Access is maximized
			Obtain quote for improvements	SH	31.11.17	Quote obtained and timescale for improvements in place.
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations</i>	Ensure that new toilet block has appropriate signage	Discussions with builder	SH	3.18	New signage takes in to account those with disabilities

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

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
- Policy on Promoting the Spiritual, Moral, Social and Cultural Awareness of Pupils.
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Flight of stairs to head teacher's office/storage area	Meetings scheduled to take place on ground floor as required	JG/SH	On-going
Corridor access	Corridors to be kept clear at all times	Children trained to be considerate and responsible, staff to be vigilant	All staff	On-going
Entrances	Ramps to main entrances in all buildings	-	-	-
Ramps	Ramps to main entrances in all buildings	Ensure that all ramps are slip and hazard free	Caretaker/SH	On-going
Toilets	Disabled toilet facilities with hand rails available in main building	Improve signage	Caretaker/SH	1.18
Reception area	Ground floor, by main entrance	Entry request to be considered	JG/SH	1.18
Internal signage	Is in clear language	Ensure that signage is supported by pictures wherever appropriate	SH/LH	1.18
Emergency escape routes	Are well signposted	Check that they are signed in new toilet block	SH/builder	3.18