

Accessibility Plan



Date: (approved) 6th November 2024

Approved by: Richard Tomlinson - Head Teacher
Judith Johnson – Chair of Governors

Next review due by: November 2027 (review at least every 3 years)

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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.

The ASPIRE Multi-Academy Trust ETHOS

Model for Excellence



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 (Aspire MAT, Notts Local Authority) 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, 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.

This policy complies with our funding agreement and articles of association.

3. Accessibility plan

This accessibility plan sets out the aims in accordance with the Equality Act 2010.

Increase access to the curriculum for pupils with a disability:

- *Our school offers a differentiated curriculum for all pupils.*
- *We use resources (where identified and appropriate) tailored to the needs of pupils who require support to access the curriculum.*
- *Curriculum resources include examples of people with disabilities.*
- *Curriculum progress is tracked for all pupils, including those pupils with SEND.*
- *Targets are set effectively and are appropriate for pupils with additional needs.*
- *The Curriculum is reviewed to ensure it meets the needs of all pupils.*
- *Reasonable adjustments are taken into consideration for assessments (including sats) on an individual basis eg. rest breaks, additional time, larger print,*

Improve and maintain access to the physical environment:

The environment is adapted to the needs of pupils as required.

This includes:

- *Ramps/slopes and hand rails to access the school.*
- *Corridor width (obstructions to impede access either reduced or removed)*
- *Disabled parking bay (one outside school on Kneeton road) not designated to the school specifically*
- *Accessible toilet available with emergency pull cord / please note this is not a wet room/shower*
- *Library shelves at wheelchair-accessible height*

Improve the delivery of information to pupils with a disability:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- *Internal and external signage (eg. Accessible toilet sign prominently displayed in corridor).*
- *Large print resources made available where identified.*
- *Pictorial or symbolic representations (eg. Accessible toilet, instructions using pictorial representations).*

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be reviewed and approved by: Judith Johnson - Chair of Governors, and the Governing board - People Culture & Strategy sub-committee, Lucy Williams - SEND Leader, Steve Maynard – Site Manager, Allison Gibbens - Deputy and Richard Tomlinson - the Head Teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- School Vision Ethos (circle)
- Health and Safety policy
- Emergency Plan / Risk Assessment / Fire risk plan
- Behaviour policy (and St Peter's behaviour addendum)
- Equality information
- Special educational needs & disability (SEND) information report and policy.
- Supporting pupils with medical condition

Aim	Current good practice Include established practice and practice under development	Actions to be taken	Person/s responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with disabilities.	<p>We offer a differentiated curriculum for all pupils, tailored to their needs and progress.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. All staff have access to the SEND register to ensure awareness of all needs.</p> <p>ICT resources, such as laptops and ipads are available to support curriculum delivery</p>	<ul style="list-style-type: none"> • Ongoing monitoring and assessments of needs of pupils in school • Pupil voice – Pupil Parliament views • Review current provision through monitoring systems: Learning Walks; Book Looks; Provision Maps • ASN & HLN funding towards pupils with a disability or barrier to learning • Consider alternative communication systems • Consider the way in which information is presented to pupils • Consider ways in which pupils can communicate their ideas 	<p>All Staff Subject leaders Advisors for sensory impairments (e.g. ToD) SENCo SLT</p>	<p>On-going as curriculum is updated and planned for</p>	<p>Barriers to learning removed or significantly reduced. Pupils do not miss out on accessing the full curriculum</p>
Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Flat accesses to (most) rooms</p> <ul style="list-style-type: none"> • Corridor width (no items or tables in the corridor) • Disabled parking bay available outside of school (not attached to the school, no disabled signs just road markings) • Accessible toilet 	<ul style="list-style-type: none"> • Continue to monitor school premises in line with new pupils who start school at any entry point • Ensure school can be accessed safely • Ensure disabled bay is clearly marked (contact Notts CC if necessary) <p>Ensure any new building adaptations are in line with DDA</p>	<p>Site manager Head teacher School Business Manager Bid writers</p>	<p>On-going as bids are accepted and building is modernised</p>	<p>The school building has (all) barriers to accessibility minimised or eliminated for pupils with disabilities.</p>

	<ul style="list-style-type: none"> • Library shelves at wheelchair accessible height <p>**school access has a concrete ramp access. However, steps are present to access the building from the playground alley – handrails have been installed over time, these are maintained.</p>	<p>requirements (consider CIF Bids)</p> <p>**There is no accessible toilet in the old building or lower (infant) part of the school. There are steps to access the accessible toilet from within the school. Access to the accessible toilet is from the Main entrance only. This may require exiting and re-entering the school avoiding steps.</p>			
Transition and information sharing	<p>We plan ahead for each new intake and transition to secondary school to ensure all needs are planned for and met.</p> <p>Implement additional transition visits as required and meet with secondary SENCOs.</p> <p>In-Year Arrivals are through pre-visit(s) by parents, and children where appropriate. Any reasonable adjustments are considered and actioned before any child starts school. Monitoring actions are in place to support smooth transition by a follow-up call/face to face conversation(s).</p> <p>Receipt (cover) letter in place for sending of confidential documents, including SEND documents to new schools.</p> <p>SEN Profiles in place for all pupils on SEN Support and those with specific needs ensures that a</p>	<ul style="list-style-type: none"> • Ensure all staff have read the equality and SEND policies • Ensure appropriate documentation is kept up-to-date by class teachers and monitored by SENCo • Put special arrangements in place including individual care plans / behaviour plans • Contact previous school for medical information and ensure all documents are passed on when pupil leaves. CPOMS requests made. 	<p>SENCo</p> <p>Head teacher</p> <p>Year 6 teacher</p> <p>and F2 teacher</p> <p>Class teachers</p> <p>Pre school</p>	<p>End of year, transition points and for pupils who are in-year transitions / entries</p>	<p>Receiving schools are fully informed and in receipt of all necessary information regarding any disabilities.</p>

	picture can be shared with receiving schools and teachers.				
Raise staff awareness and improve the delivery of information to pupils with a disability	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print / coloured tint resources • Pictorial or symbolic representations including visual timetables <p>Environment audits completed as recommended by Teacher of the Deaf (SFSS) and Occupational Therapists.</p> <p>All the children with an emergency care plan have medical needs, which are considered a disability. children. Activities/learning needs to be accessible for all of these children.</p>	<p>School to seek advice from experts as appropriate to pupil needs (e.g. ToD, physiotherapist, occupational therapists).</p> <ul style="list-style-type: none"> • Consider needs of specific pupils, both for school and off-site activities. • Promote disability equality within the curriculum • Ensure school policies reflect pupils with disabilities and refer to accessibility plan where relevant <p>Ensure appropriate needs and information is shared with all staff, including middays to support with pupils with disabilities and additional needs</p> <p>Individual pupil risk assessments to be in place where necessary / co-created & shared with staff.</p>	<p>Family SENCO Health Disability Rights Commission. All school staff. SENCo</p>	On-going as children join us.	<p>All members of the school team, including midday supervisors, aware of needs or disability Detailed information and support available and passed on by staff. Pupils able to access all information in an appropriate way, eliminating Barriers.</p> <p>Emergency Care plans are in place for children, these have been shared with all staff during September's inset day and emergency training has been delivered to the appropriate staff for these children</p>
Ensure that all school trips & residential visits are accessible for pupils with	<p>We ensure thorough planning for visits and do advance visits / seek advice.</p> <p>We complete EVOLVE Form and risk assessments.</p> <p>Pre visits are carried out for</p>	<ul style="list-style-type: none"> • Pre visit where need requires - consider doing with parent/ carer • Risk assess according to care plans and need • Consult with specialists, as appropriate 	<p>Head Teacher EVO Trip leaders</p>	On-going as visits and residential trips occur	School trips & residential visits are accessible for all pupils to a reasonable extent.

learning or physical disabilities.	individual children considering need and we consult with parents. Activities and staffing ratios are always appropriate to need and care plans				
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