

# Accessibility Plan

**"Love your neighbour as yourself."**  
Luke 10:27

**Approved by:**

Governors

**Date:** September 2019

**Last Reviewed on:**

September 2019

**Next review due by:**

September 2022

## CRC Links

**Article 2** (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3** (Best interests of the child): All adults should do what is best for the children. When adults make decisions, they should think about how their decisions will affect children.

**Article 12**(Respect for the views of the child): Children have the right to give their opinion, and for adults to listen and take it seriously.

**Article 15** (Freedom of association): Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

**Article 19** (Respect for the views of the child): Children have the right to be protected from being hurt and mistreated, in body or mind.

**Article 24** (Health and health services): Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.

**Article 29** (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

**Article 30** (Children of minorities/indigenous groups): Children have the right to practice their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

**Article 32** (Child labour): Children have the right to protection from work that harms them, and is bad for their health and education.

**Article 36** (Other forms of exploitation): Children have the right to protection from any kind of exploitation (being taken advantage of).

**Article 37** (Detention and punishment): No one is allowed to punish Children in a cruel or harmful way

**Article 39** (Rehabilitation of child victims): Children have the right to help if they've been hurt, neglected or badly treated.

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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.

### **School Vision Statement**

Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow.

### **School Mission Statement**

'Love your neighbour as yourself.'

**Luke 10:27**

Faith, Hope and Love

**1 Corinthians 13:13**

### **School Values to Support Learning and Behaviour**

Truthfulness, Creativity, Compassion, Friendship, Teamwork, Respect, Perseverance, Responsibility

### **School Aims**

- To provide a school that supports children's development through its' Christian foundation.
- To create an environment in which each child's potential can be realised, academically, socially, creatively, physically and spiritually.
- To organise a safe and happy school where everyone is valued and respected and their individual qualities and creativity are recognised and celebrated.
- To build a team of experienced committed and caring staff with a broad range of expertise and meeting the needs of the children.

- To work with all members of the school community to provide challenging learning targets appropriate to each individual child.
- To develop the children with a broad and balanced curriculum in order to create a firm foundation for children's future education and life.
- To encourage all children to adopt and maintain safe and healthy lifestyles.
- To foster in children the qualities of self-belief, care and consideration for others, and to encourage high expectations in all areas of school life, in order to equip them to be good citizens for the future.

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 which include services provided by the LA and recognised private providers such as:

- SENAAT
- Educational Psychologist
- School nurse service
- Thumbs up
- Support from the local churches

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. 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	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>All external visits linked to teaching and learning are reviewed and evaluated, taking into consideration access arrangements and appropriateness for the needs of all pupils.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and</p>	<p>All children's needs are provided for in class through High Quality Teaching.</p> <p>Additional provision and resources are identified through additional support plans or classroom needs.</p> <p>TA's have plans in place for additional intervention identified through PFA's, EHCP's or interventions.</p> <p>Parents are met according to PFA and EHCP statutory requirements.</p>	<p>Progress and attainment reviewed termly.</p> <p>All action plans are appropriately resourced according to plan and need.</p>	<p>SLT, Subject Leaders &amp; teachers</p> <p>SENCo Governors, personnel committee and finance committee</p>	<p>Termly through internal data.</p> <p>Yearly through National Data</p>	<p>Progress and attainment for children with disabilities is on track to meet their targets.</p>

	<p>are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Door widths</li> <li>• Corridor widths</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>All lifts are maintained regularly and there is a service SLA in place.</p> <p>Disabled bays are clearly parked and identified.</p> <p>Signage for disabled and transgender toilets in place.</p>	<p>Review provision with caretaker and headteacher to ensure that all services, equipment and access point are clear.</p>	<p>SLT and teachers.</p> <p>Caretaker</p> <p>Governors personnel committee and finance committee</p>	<p>Termly review with caretaker and reported to and safety committee</p>	<p>The environment is responsive to the needs of all users.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	<p>Ensure that all members of the community can access information about school</p>	<p>Analyse annual questionnaire data to ensure that provision is in place and responsive to requests.</p> <p>Action any additional resources or services required</p>	<p>Headteacher.</p> <p>SLT and caretaker</p>	<p>As needed.</p>	<p>All signage in place to ensure all stakeholders can access all areas of school</p>

	<ul style="list-style-type: none"><li>Website translation in all available languages</li></ul>					
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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 Personnel Committee and 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
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Children with health needs who cannot attend school policy



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible
Number of storeys	Split level site with lifts in place.	No action	N/A
Corridor access	All corridors accessible to all users with lifts.	No action	N/A
Lifts	Two lifts to ensure access to split levels in the library and corridor outside the music room. All lifts services annually	No action	Caretaker to arrange annual service.
Parking bays	Disabled parking bays clearly marked and signed.	Regular marking of lines completed by caretaker.  Headteacher and office ensure that only disabled users, use space	Office Head
Entrances	All entrances are accessible	Care needs to be taken when travelling to the main entrance due to the severe slope, especially in wet or icy weathers. No further action possible on fine weather days. Slope to be gritted and cleared during snowy or icy days.	Caretaker
Ramps	Access to the KS2 playground is provided by ramps from the hall and classrooms.	Portable ramp access is needed from the ICT suite (caretakers room- used as required)	Caretaker
Toilets	All toilets are accessible. The disabled toilet is fitted with all necessary equipment.	No specific action required currently	N/A
Reception area	Reception area is accessible to all needs	No action	N/A

Internal signage	All signage is in place identifying rooms and toilet areas. This includes disabled toilet and	No action	N/A
Emergency escape routes	All escape routes are checked weekly by the caretaker. There are no special emergency evacuation procedures in place currently as there is no need within the pupil or staff.	Specific evacuation plans will be implemented as required for either staff or pupil when required.	N/A at this time