



WORTH PRIMARY SCHOOL
"lifelong learning"

Accessibility Plan

Approved by Governors: 9th July, 2019

Next review date: July, 2022.

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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 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan e.g. 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.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a curriculum that meets the needs of all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>			<p>Class teachers</p> <p>Class teachers and SENCO</p> <p>Class teachers and SLT</p> <p>Class teachers and SENCO</p> <p>All teaching staff and SLT</p>		<p>All children will be able to access the curriculum and make the progress expected.</p> <p>Resources will be available to meet the needs of our pupils.</p> <p>Termly pupil progress meetings will track progress.</p> <p>Targets will be detailed on class provision maps termly.</p> <p>Discussion at pupil progress meetings will ensure the curriculum it meets the needs of our pupils.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>We do not currently have any children requiring adaptation to the environment. However we are aware that we would need to adapt the environment to the needs of the pupils as required</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>Our library shelves are currently at wheelchair-accessible height.</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Pictorial or symbolic representations</i> <p><i>We currently do not have any pupils or staff requiring the following communication methods:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> 					<p>Pictorial or symbolic representations are used in class as an effective means of communication for pupils with a disability.</p>

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 board.

5. Links with other policies

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

- Health and safety policy
- Equality information (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report and policy
- 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	1	Loft space available in main building- access from reception classroom. Stairs must be clear of any items.		
Corridor access	Corridor access from library area to toilets/staffroom and Reception class			
Lifts	Not applicable			
Parking bays	Not applicable			
Entrances	Main entrance into building is library area or via cloakroom. Main gate entrance has small step into school. Back gate entrance via gate has no step.			
Ramps	No ramps currently available			
Toilets	Staff toilet in main building. Children's toilets in main building and on main playground.			

Reception area	Step into main offices.			
Internal signage	At present we do not have the need for braille signage.			
Emergency escape routes	All routes clearly labelled around school premises.			