

Accessibility Plan

Byers Green Primary School



Approved by: Mr W. Kirtley & Mr G. Henderson **Date:** July 2021

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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit.....	6

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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.

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.

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	Objectives	Actions to be taken	Person responsible/ Timescale	Success criteria	Monitoring/ Evaluation
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources 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 with a disability. 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.</p>	<p>To review tracking of attainment and progress of SEND pupils</p>	<p>Regular pupil progress meetings with class teachers Review of internal assessment data (iTrack/Mark)</p>	<p>HT/SENCO Termly</p>	<p>Progress towards individual targets and comparison with national data</p>	
		<p>To ensure staff training is up to date and appropriate</p>	<p>Continue to provide opportunities for relevant staff to attend training with a focus on increasing access to the curriculum for SEND pupils</p>	<p>HT/SENCO Ongoing</p>	<p>Staff have greater awareness and understanding of how to support SEND pupils in accessing the curriculum</p>	

<p>Improve and maintain access to the physical environment</p>	<p>The building which was opened in 2008 is a fully accessible environment which meets the needs of all current pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To continue to review the accessibility of the school environment in relation to any changes to the needs of SEND pupils on roll</p>	<p>Regular review of the needs of SEND pupils to ensure they are able to fully access the physical environment, making any adaptations as necessary</p>	<p>HT/SENCO Ongoing</p>	<p>All children are able to enjoy full access to the physical environment of the school</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.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loop • Pictorial or symbolic representations 	<p>To access specialist support where necessary to ensure that SEND pupils are able to access information and communicate appropriately</p>	<p>Liaise with relevant specialist support agencies for advice</p> <p>Put in place any specific recommendations for SEND pupils</p>	<p>HT/SENCO Ongoing</p>	<p>All children are able to enjoy full access to information and develop their communication skills appropriately</p>	
		<p>To ensure staff training is up to date and appropriate</p>	<p>Continue to provide opportunities for relevant staff to attend training with a focus on improving the delivery of information to SEND pupils</p>	<p>HT/SENCO Ongoing</p>	<p>Staff have greater awareness and understanding of how to support SEND pupils in accessing information</p>	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is single storey construction – completed in 2008.	None	N/A	N/A
Corridor access	Corridors are wide and easily accessible.	None	N/A	N/A
Lifts	There are no lifts.	None	N/A	N/A
Parking bays	There is one allocated accessible parking bay located at the front of the school building.	None	N/A	N/A
Entrances	All entrances are wide and easily accessible.	None	N/A	N/A
Access controls	All 'key fob' panels are at an accessible height.	None	N/A	N/A
Ramps	There are no ramps. The path to the main entrance is on a gentle incline. All other access paths are flat.	None	N/A	N/A

Toilets	There are two dedicated accessible facilities. These are located at opposite ends of the building to ensure ease of access.	None	N/A	N/A
Reception area	Access to the main building is through a set of secure doors. There is a control panel at an accessible height to alert Reception staff who are available at all times.	None	N/A	N/A
Internal signage	Internal signage is clear and accessible for all users.	None	N/A	N/A
Emergency escape routes	All escape routes are well signed. There is an emergency lighting system in place. There are magnetically controlled doors to ensure incorrect routes are not taken.	None	N/A	N/A