Accessibility Plan

Chair of Governors: Mrs J Cayless	**Headteacher**: Miss Cotchin
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Contents

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.

Vision
To be a school that provides a caring, broad and inspirational education that achieves high outcomes and helps transform the lives of all of its pupils.

Values
Our School Values are *Inclusion, Respect, Responsibility, Perseverance, Honesty and Collaboration.* These underpin the expectations of how we wish pupils, parents and staff to behave. The School

Values are taught through every aspect of our Curriculum and help to make our pupils ready for their next stage of education.

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 ine line with Bucks County Council.

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	Actions to be taken to further enhance good practice	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. • We use resources tailored to the needs of pupils who require support to access the curriculum. • 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 • Sports Day is inclusive, Sports lesson are adapted • All pupils are encouraged in Year 4 to go swimming	• Ensure all curriculum resources include examples of people with disabilities. • Ensure all Sports lessons have inclusion practices for all • Develop further the tracking of those pupils who are working towards WTS so that smaller progress steps are measurable • Develop the schools expectations of progress for those who are working at WTS • Develop further the use of IT software • Ensure all education visits are accessible to all	HT DHT	July 23	• Pupils will regular see resources that include people with disabilities • Raised confidence for our pupils with disabilities • Pupils are able to access all areas of the curriculum and with enjoyment • WTS progress is tracked in smaller progress steps and the all know whether this is good or better progress

	- Homework can be recorded in a variety of ways e.g use of photographs and IT. - Coloured background in IWB - Word banks and maths resources on tables in the classrooms 'working walls' to support learning				
Improve and maintain access to the physical environment	As we have an ARP for PD children our environment is well adapted to the needs of pupils as required. This includes: - Ramps - Corridor width - Disabled parking bays - Disabled toilets and changing facilities - Hoists - Wide doorways - Resources to support learning - Library shelves at wheelchair-accessible height	- Continue to review the areas of the school for easy access and use - Review number of disabled parking bays - Ensure that the new areas of the school; Art Practical room and Science Room are easily accessible for all - Make sure that corridors are clear	HT SBM Caretakers	Summer 2023	- All will have easy access around the school - All will have the resources needed to access the school site - The school is welcoming and supports all

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 signage • Large print resources • Induction loops • Pictorial or symbolic representations • Parent and child friendly language used on all letters. • Letters sent out as e-mail or paper format as requested • Website regularly updated to provide essential information. • Regular Parent Consultation evenings • Termly reports with explanation of progress and attainment • Parent information evenings to keep parents up to date with curriculum and any changes. • IPMs	• School office staff to be aware of parents who any require support with access to letters and information • FLOs/SEND team to support families		July 23	• All have easy access to information • All feel part of the community

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 Full Governing Body.

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
Number of storeys	1	N/A		
Corridor access	Wide and easily accessible	Ensure they are kept clear	Caretakers	Ongoing
Lifts	0			
Parking bays	2	Monitor use and possible introduce more if needed	SBM	Spring 2023
Entrances	2 main entrances (Office and Pre-school)	Ensure they remain well maintained and accessible for all	Caretakers	Ongoing
Ramps	0	N/A		
Toilets	Multiple disabled toilets for pupil use with changing mats and hoists	Ensure they are well maintained	SBM SEND team	Ongoing
Reception area	Wide with a low level welcoming area	N/A		
Internal signage	Clear and easy to follow	Evaluate the use of more signage for Year 1, Year 2, Reception, Year 4, Year 5 and 6	SBM	Spring 2023
Emergency escape routes	Clear and easy to follow, all signed, turn locks are clearly marked, emergency lighting to support. Alternative routes for all areas.	Practices termly to evaluate the routes for accessibility Caretakers to keep areas clear from clutter	SBM Caretakers SLT	Ongoing