



ACCESSIBILITY PLAN

Date of last review: September 2017

Date approved by Governing Body: 26th Sept 2017

Date of next review: September 2020

Committee responsible for implementation and review: Finance and Resources

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 Federation'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.

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.

Signed...H Bax.....Date...26/10/17.....
Chair of Governors

3. Monitoring arrangements

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

4. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Accessibility Plan 2017-2020

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

Short Term –over 1 year

Medium Term –over 2 years

Long Term –over 3 years

Times cale	Objective	What	How / Who	When	Impact	Completed
Short Term	To ensure that all children regardless of any disability or Special Need have full access to an appropriate curriculum	The curriculum is reviewed with regard to access to learning for all. Planning shows appropriate variation. Additional resources are purchased if required to enable pupils to access learning.	HoS, subject leaders, class teachers, SENDCo Attainment data to be tracked SEND pupils	Ongoing	The curriculum provides opportunities that at suitable for all children and enables all children to make good progress and achieve at their highest potential with their learning.	
Short Term	All staff are equipped with the skills and expertise needed to support disabled and SEND pupils to fully access their learning at school	An audit of training needs is undertaken and a plan put in place.	SENDCo	Ongoing	Teachers and ESAs receive the training needed to ensure they can fully meet the physical, emotional and learning needs of their children	

Medium Term (unless a more urgent need arises)	To ensure that people with limited mobility or wheelchair users can access both school buildings.	Undertake a more detailed survey of access arrangements to update Access Audit. Review the appropriate provision of handrails in 1. stairs 2. Toilet cubicles	Site Manager, HoS, CH	ongoing	Access to the building will be as open as possible, given the building structure and money available for alterations, for all users.	
Medium Term	To ensure that all inside and outside areas conform to H&S guidelines issued by HCC	Evaluate against guidance on the HCC website - address any issues.	Follow HCC guidelines. EHT, CH, Site Manager.	ongoing	The site and buildings provide a safe and healthy environment for all users.	
Medium Term	To ensure compliance with current legislation and guidance	Review the latest Government requirements and advice from HCC	Full governing body, FGB, EHT, HoS	ongoing	The school will be fully meeting the expectations of the most current legislation	
Long Term	To update and review the Accessibility Plan every three years	Update the audit of the plan	Govs, EHT, HoS	Every three years	The plan will be actioned and priorities for spending reviewed on a regular basis.	
Long Term	To investigate the possibility of improved access from classroom outside doors and the exit at the rear of the Hub for wheelchair users.	Consider the possibility / practicality of ramps rather than steps for those classrooms without them and the Hub rear exit.	Costings to be a consideration in strategic financial planning	Within 3 years	Wheelchair users would have access in the same way as able bodied users.	
Long Term	To replace old wooden external classroom doors in the junior school.	Classroom doors will be replaced by more modern doors that are easier to use.	Costings to be a consideration in strategic financial planning	Within 3 years	Access would be improved.	

Appendix 1

Access Audit completed September 2017

Feature	Description
Number of storeys	Both the infant and junior schools are single storey structures although the Infant building is on two levels with the lower level accessed at two points via short stairways.
Corridor access	Corridors are accessible via push or pull doors, some of which are fire doors.
Lifts	There are currently no lifts in place although the stairwell between the hall and Foundation Stage can be adapted for this purpose in the infant school.
Parking bays	There are currently two designated parking bays for disabled drivers in the federated car park.
Entrances	Both school entrance areas are accessible for wheelchair users. In the infant school the side entrance to the Foundation Stage external doors is accessible via several stairs, wheelchair access is via the main playground.
Ramps	There is sloped access to several of the external classroom doors in both buildings. There are ramps to access one external classroom in the junior school and to the Junior school staff room. In both schools there are classrooms that have small steps at the thresholds of external doors.
Toilets	There is a disabled toilet situated at the side of the hall area in the junior school. The infant school disabled toilet is on the lower level.
Internal signage and emergency escape routes	Fire exits are signed in both schools. As some external classroom doors have small steps down to the outside, not all fire exits are suitable for wheelchair users to use independently. The rear exit of the Hub has steps.