



Allscott Meads

Allscott Meads Primary School

Accessibility plan

Approved by: Learning Community Trust May 2023

Last reviewed on: To be agreed by the Governing Body June 2023

Next review due by: September 2025

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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 fully 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 aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Allscott Meads Primary School we are committed to ensuring that all children, staff, parents, and carers are offered equality of access regardless of any disability.

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to
- respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.

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.

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.

Action plan

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

Aim 1: To improve the physical access to the school

Point to note: We have a brand new purpose-built, high-quality building, that is built to meet modern standards, e.g., wider corridors and doorways, disabled toilet access, lower door handles, and ramps. However this may not meet every pupil's individual needs and the environment may need to be adapted.

Objective	Actions to be Taken	Person Responsible	Date to be Completed	Success Criteria
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<p>To ensure access needs of disabled children, staff, Stakeholders and parents/ carers is met.</p>	<p>Ensure the school staff & stakeholders are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and Stakeholders can access areas of school used meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p> <p>Communication in print around school to help children's understanding and visual recognition.</p> <p>Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school</p> <p>The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building</p>	<p>HT</p>	<p>As required</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & Stakeholders are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p> <p>There is a place for disabled members of staff and visitors to park throughout the school day.</p> <p>Access control and electric gates work adequately for all users.</p>
<p>Maintain safety for people who are visually impaired</p>	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</p> <p>Check exterior lighting is working on a regular basis Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</p>	<p>HT</p>	<p>Annually, and as new children join the school throughout the year</p>	<p>Visually impaired people feel safe in school grounds.</p> <p>Yellow edges and flashing beacons to be monitored as needed throughout the school year.</p>

	Check flashing beacons that signal fire alarm activation regularly			
Ensure all pupils who may need a longer time to eat have lunchtime provision.	Ensure children who need longer to eat lunch have more time during lunchtime and this is staffed appropriately.	HT	Daily/ as required	All children can access adequate time for lunch
Ensure there are enough fire exits around school that are suitable for people with a disability	<p>The fire risk assessment has taken place and there are enough fire exits – continue to ensure this is adequate as the school grows.</p> <p>Daily health and safety checks of the school and its surroundings.</p> <p>Ensure staff are aware of need to keep fire exits clear</p>	HT	Daily/ as required	All disabled personnel and pupils have safe exits from school.
Whole School Evacuation runs smoothly and all pupils can be evacuated safely and quickly.	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>Children to have PEEP's if needed.</p>	HT	Annually, and as new children join the school throughout the year.	All physically disabled persons can be safely evacuated.

Aim 2: To increase access to the curriculum for pupils with a disability.

Objective	Actions to be Taken	Person Responsible	Date to be Completed	Success Criteria
To ensure the curriculum meets the needs of pupils and	<p>Use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set regularly for all pupils in-line with age related expectations regardless of disability.</p> <p>The curriculum is reviewed regularly to ensure it continues to meet the needs of all pupils.</p> <p>Teachers are highly skilled practitioners, and where possible, resources and techniques are adapted to suit a wide range of learners.</p> <p>We take account of different approaches to teaching and learning in order to meet each child's requirements.</p> <p>Create strong links with external partners e.g., Advisers, Social Service, Health Service, Speech and Language therapists, Specialist teachers.</p> <p>Identify pupils who require additional support. Ensure that their requirements have can be met immediately.</p> <p>Risk assess the environment and its suitability for any new pupils with additional requirements start.</p> <p>Comply with the Equality Act 2010</p>	HT	Ongoing- reviewed September 2024.	<p>Clear collaborative approach to access for all learners, regardless of additional need.</p> <p>Strategies evident in classroom practice to offer equality to all.</p> <p>Progress made is measured according to targets set.</p> <p>Learning approaches take account of additional needs/ disabilities when teaching and learning.</p> <p>Appropriate resources required are evident in the environment.</p>

	<p>Ensure collaboration between school and homes/parents/carers.</p> <p>Provide a range of assessment material to assist in evidencing progress. Use of interactive ICT resources CPD for staff.</p> <p>Advice to be taken from specialists as and when required.</p>			
To use a range of communication methods to ensure all curriculum support/ information is accessible.	<p>Investigate software to support learners with any access issues.</p> <p>Raise awareness of font size and page layouts will support pupils with visual impairments. Use of the HLC Community Library will support offer.</p> <p>Auditing the school library to ensure the availability of large font and easy read texts will improve access. This will be updated regularly.</p> <p>Signage is new and appropriately supports accessibility for all around the school.</p>	HT	Ongoing- reviewed September 2024.	<p>All communication to support teaching and learning is accessible.</p> <p>Staff are aware of the importance of appropriate resourcing.</p> <p>All information is available to pupils and staff regardless of disability.</p>
Ensure full awareness of any disabilities.	<p>Information collated for each student and specific additional requirements taken account of.</p> <p>All staff read and sign risk assessments relating to additional needs and have knowledge of IEPs.</p> <p>Regular meetings ensure that requirements are updated.</p> <p>Annual reviews also support equality of access offer.</p> <p>All staff are made fully aware of significant health problems that may impact on pupil safety or ability to access the full curriculum offer.</p> <p>Information kept on file is accessible to school staff</p>	HT	Ongoing- reviewed September 2024.	All staff are fully aware of pupils with disabilities and the provision of information available to fully support the equality of the offer.

Access to learning/ in class provision	<p>Review SEND children's access to curriculum within class sessions.</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO.</p> <p>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	HT	Ongoing	All pupils have equal access to a broad and balanced curriculum
All school visits and trips to be accessible to all pupils	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	HT/EVC	Ongoing	All pupils are able to access all school trips and take part in a range of activities
Ensure all staff have specific training on disability issues	<p>Identify training needs at regular meetings</p> <p>Review training according to needs of pupils</p> <p>Keep up to date with latest research</p>	HT	Ongoing	Raised confidence of all staff
Communication with Parents is effective and a 2- way process	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO to access further support and advice.</p> <p>Ensure that the annual report to parents of SEND is accessible and informative for parents.</p>	HT	Ongoing	<p>Parent/school communication is strong</p> <p>Parents confidently contact SENCO for support and advice</p>

Pupil Voice is heard and captured to ensure pupils are well educated and happy	Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed and provision evaluated.	HT	Ongoing	Children voice is heard and acted upon.
PE curriculum to ensure PE is accessible to all pupils	PE curriculum to include disability sports. All pupils are able to access sports competitions Review competitions joined to ensure equity across the school community	HT	Ongoing/ annually	All pupils have access to PE and are able to excel, for example via support from an adult or adapted equipment.
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school Ensure there is a way of getting children with mobility issues/ wheelchairs to access the event e.g. local church	HT	Ongoing	Children with a disability are able to participate equally in out of school activities.

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

It will be approved by Governors

3. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEND) policy.
- Supporting pupils with medical conditions policy