



**Acklam Whin Primary School**

**Accessibility Plan**

**Policy updated: January 2022**

**Agreed by Governors: January 2022**

**To be reviewed: January 2025**

### 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.

### 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.

The Accessibility Plan is supported by other school policies:

- School Improvement Plan
- SEND Policy
- Equality Policy
- Health and Safety Policy

When reviewing the Accessibility Plan consideration will be given to individual pupils' access plans, SEND support arrangements, data monitoring and Academy Improvement Plan priorities.

The plan is to be reviewed at least every 3 years

## Acklam Whin Accessibility Plan

### Action Plan

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

Current good practice	Objectives	Actions to be taken	Responsibility	Timescale	Success criteria
Include established practice and practice under development	State short, medium and long-term objectives				
<b>To increase the extent to which disabled pupils can participate in the school curriculum</b>					
<p>A differentiated curriculum for all pupils.</p> <p>Use of 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 effectively and are appropriate for pupils with additional needs.</p> <p>Pupils with additional needs from other educational establishments who are transferring are identified.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Ensure all exam concessions are identified and implemented</p>	<p>To improve staff understanding of how to meet the needs of pupils who require support to access the curriculum.</p> <p>To identify resource gaps.</p> <p>To ensure our curriculum meets the needs of all our pupils.</p>	<p>Staff to liaise with outside agencies e.g. local base provision and outreach services</p> <p>Staff to liaise with nursery providers and other educational establishments to prepare for new nursery and reception cohorts and children to transfer.</p> <p>To review the curriculum in light of pupils with specific needs.</p> <p>To provide targeted support and resources e.g. overlays, enlarged text, writing slopes, coloured paper etc</p>	<p>SENDCo</p> <p>Class Teachers</p> <p>EYFS lead</p> <p>KS2 lead</p>	<p>Ongoing</p>	<p>Staff are better equipped and more confident when considering the needs of individual pupils. Strong links are in place with other establishments/agencies and high quality outreach support is being accessed.</p> <p>The school is continually evaluating its provision, working with stakeholders and proactively adapting to meet the needs of pupils.</p>
<b>To Improve and maintain the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</b>					
<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes;</p> <p>Corridor width is taken into account when refurbishment work is carried out.</p> <p>Contrasting colour schemes are used for walls, door frames, skirting boards etc.</p> <p>Disabled toilet facilities available.</p> <p>Door mechanisms are fixed at wheel chair height.</p>	<p>Prioritisation will be based upon specific needs presented by the current school community.</p> <p>Monitor the school environment and identify any areas that require attention.</p>	<p>Audit needs as part of any arising site works.</p>	<p>SLT/ Governing Body</p> <p>Site Manager</p>	<p>Ongoing as building work arises</p>	<p>The building is fit for purpose and adaptations based on need are implemented. The physical environment is easily accessible to all members of the school community.</p>
<b>Improve the delivery of information to pupils with a disability and their parents/carers</b>					
<p>A range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> </ul>	<p>To make appropriate purchases as necessary identified from audits and feedback from pupils, parents and outside agencies.</p>	<p>Identify specific pupils who present additional needs.</p> <p>Produce information in an alternative form if requested.</p>	<p>SENDCo/ Class Teachers</p>	<p>Ongoing</p>	<p>Information is readily available for all in a clear and accessible way.</p>

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<ul style="list-style-type: none"><li>• Information in alternative formats to be offered, e.g. larger print</li><li>• Pictorial or symbolic representations, e.g. visual timetables.</li><li>• Use of IT equipment where appropriate</li></ul> <p>Medical needs of pupils are well understood and relevant staff are aware.</p>					
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