Georgeham C of E Primary School

School Accessibility Plan

Sept 2023

To be reviewed: Every three years
Next Review: 2026
Author: Headteacher
Owner: Full Governor Board

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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.

At Kingsacre, we have an inclusive ethos which includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning. We aim to provide the highest quality teaching and learning to enable all children to become independent learners who reach their maximum potential.

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. We work with a range of external agencies as part of our ongoing provision for all pupils, for example the Occupational Therapy team to provide equipment and resources, or the Devon Sensory team for ongoing advice and support related to physical disability.

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, including pupils, parents, staff and Governors.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Access to the curriculum Increase access to the curriculum for pupils with a disability	We offer a broad and balanced curriculum which meets the needs of a range of different interests and abilities. We offer an adapted 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 through termly Pupil Progress meetings, day-to-day formative assessment and termly summative assessment. Targets are set effectively and are appropriate for pupils with additional needs. We measure progress in a number of ways and celebrate individual successes. We purchase additional equipment and resources where required to enable children to access the	To ensure teaching is accessible to all. To ensure a consistent use of a range of teaching styles and resources across the school to support each learner. To have a system for measuring small steps progress for children who may not be working at the level of their peers. To have a robust 'assess, plan, do, review' process in	Regular staff training Termly book looks/learning walks as part of wider school monitoring Termly Pupil Progress meetings. Use of visual aids across the school Individual Learning Plans for identified children Targeted interventions and resources for pupils	Senior Leadership Team (SLT)/SENDCo /Class teachers	Ongoing	A range of strategies/resources to support all learners are evident in classrooms Children of all abilities make progress in their learning Children with additional needs are identified early and appropriate support is put in place. Alternative ways of recording learning are evident in children's books/work. Staff training increases staff understanding and improves practice when working with children with additional needs

	curriculum, e.g. writing slopes, pencil grips. We promote a love of the outdoors and physical exercise and ensure all children can access PE lessons and extra-curricular activities with additional adult support and/or equipment (where required).	place to measure progress and adapt teaching/support where required. To ensure a range of strategies and resources are used to support children with additional needs.	with a range of needs Purchase of additional resources/equipment where required.			Consistent use of visuals is evident in all classrooms. Children have the equipment they need in order to access their learning.
Access to the physical environment Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● The purchase of suitable equipment ● Yellow lines to mark hazards on the school grounds ● Use of ICT to support visually impaired learners ● Reasonable adjustments made to off-site learning to ensure all children can take part ● Referrals to outside agencies for advice and support ● Blinds to windows to block direct sunlight and air conditioning unit to ensure access to learning for all	To keep the physical environment accessible for all and monitor any changes to need. To purchase additional equipment/resources where required. To seek external agency support/advice when required. To implement recommendations from external professionals.	Purchase additional resources when required. Refer to outside agencies when required. External agency reports are used to improve access for specific children.	SLT/SENDCo/ Class teachers	Ongoing	Children with physical disabilities can access the school site easily. Children with physical disabilities take part and make progress in all lessons. Children have appropriate equipment and resources so that they can access the curriculum. The health and safety of the school site is regularly reviewed and adaptations are made when required.

						Suggestions from external professionals are implemented.
Access to information Improve the delivery of information to pupils and parents/carers with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources ● Pictorial or symbolic representations, including positive representations of disability based on the social model of inclusion ● Positive promotion of disability in our PSHE curriculum ● Reading books available in a range of different fonts/paper colours And for parents/carers: ● Easy access to key information on our website ● Information provided in a different language, when required ● Termly in-person meetings for parents/carers of children on the SEND Register	To regularly monitor the accessibility of information through pupil and parent/carer feedback	Termly book looks/learning walks Termly meetings with parents/carers of children on the SEND Register where parent views are recorded Annual parent/carer survey Termly pupil voice discussions	SLT/SENDCo/ Class teachers	Ongoing	A range of communication methods are used to support children's learning. Parent/carers report that they can access all relevant information in a way that is accessible to them. Parents/carers are actively engaged in school life. Parents/carers for children on the SEND Register attend termly meetings

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 governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special Educational Needs and Disabilities (SEND) 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 stories	1	None		
Corridor access	Corridors are wide enough to access in a wheelchair or walking frame	Ensure corridors are kept tidy and free of clutter	All staff	Ongoing
Lifts	N/A			
Parking bays	There is no dedicated parking bay for people with a disability but our parking bays are very close to the school entrance	None		
Entrances				
Ramps				
Toilets	We have 1 accessible toilet with shower and changing facilities	None		
Reception area				
Internal signage	Each classroom/area is named Toilets are clearly labelled Visual labels are used for resources etc Classrooms are uncluttered	For internal signage to be consistent across the school	SEND team	Ongoing

Emergency escape routes		Regularly review access for individual children and ensure PEEPs are in place when required	SEND team/office staff	Ongoing