



# Ellingham CE VC & Woodton Primary Federation

## WHOLE SCHOOL POLICY FOR **Accessibility**

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<b>Approved by:</b>	Dawn Read – Headteacher & Governors	<b>Date:</b> October 2023
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*Our vision is to love our neighbour, enabling everyone to flourish and to reach their full potential.*

*Inspire Challenge Nurture*

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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.

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.

### **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. Accessibility Plan**

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
To ensure the accessibility policy and plan are reviewed every three years and referred to when a pupil or staff member starts at our schools.	Accessibility is addressed when any potential new pupil / member of staff comes to visit prior to starting at our schools.	Adherence to legislation but also our commitment to ensuring all pupils and staff are included in school life.	Policy and plan to be reviewed three yearly and approved by Governing Body.	Headteacher and SENDCO.	Ongoing – planning addressed when new pupils/staff member starts.
To ensure that, where possible, the school buildings and grounds are accessible for all children/adults and continue to improve access to the school’s physical environment for all.	The environment is adapted to the needs of pupils, where possible, as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height.</li> </ul>	To address and rectify, where possible, any modifications needed to the school building and grounds to improve access and inclusion.	Audit of accessibility of school buildings and grounds by HT/SENDCO. Suggest actions and implement as budget allows.	Headteacher and SENDCO	Audit of building to be carried out annually. Adaptations to be made as required for specific pupil/ staff needs in line with budget allowances.

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To continue to train staff to enable them to meet the needs of children with a range of SEN.	<ul style="list-style-type: none"> <li>• When a child starts at our schools with an additional need extensive talks are held between the SENDCO, the parent/carer, the child and the previous school/provision</li> <li>• External agency support is sought when additional training is required to ensure staff are secure in their understanding of the child's needs.</li> </ul>	To ensure that all pupils can fully access the curriculum with or without specific adaptations.	Staff have already received Diabetes training, Hearing Support, Soundfield training. See staff CPD logs for full details. Training on specific needs occurs throughout each academic year as required for specific and emerging needs of pupils.	SENDCO	Ongoing but where training is required for specific pupils it's to be obtained as soon as possible after they confirm place/start.
To ensure that all children are able to access all out of school activities. Eg: clubs, trips, residential visits etc.	<ul style="list-style-type: none"> <li>• Conversations are held before an external provider starts a club to ensuring it's accessible to as many children as possible.</li> <li>• Residentials are planned with specific needs in mind to ensure inclusivity.</li> </ul>	Ensuring that all pupils are able to access the wider curriculum and extra-curricular activities in line with their peers.	Continue to plan with external providers. Office staff to liaise with Headteacher and SENDCO regarding the starting of new clubs to ensure inclusion.	Headteacher SENDCO Office Staff	Ongoing- whenever new clubs are planned.

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To meet the needs of individuals during statutory tests.	<ul style="list-style-type: none"> <li>Children are familiar with additional support strategies before facing SATs and have accessed these arrangements in mock assessments</li> </ul>	Ensuring that every child has the opportunity to perform to the best of their ability in tests.	Continue to ensure that children have access to additional strategies as req'd eg: readers, rest breaks, specific eqpt.	SENDCO Class teacher	Ongoing – in line with testing schedule.
To provide specialist equipment to promote participation in learning by all pupils.	The needs of children are assessed and eqpt provided as req'd eg: pencil grips, ear defenders, writing slopes, wobble cushions, OT eqpt, sound field	Children will develop independent learning skills and their learning will not be unduly hindered.	Regular meetings with teachers and support staff to ensure pupils have relevant eqpt or to assess their needs. Eqpt needs assessed when a pupil joins our schools.	SENDCO Class teachers TAs Parents	Ongoing to address changing needs.

#### **4. Monitoring arrangements**

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

It will be reviewed and approved by the Headteacher, the SENDCO and the Governing Body.

#### **5. Links with other policies**

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

- Health and safety policy
- Equality statement and objectives (public sector equality duty)
- Special educational needs and Disability(SEND) information report
- Special Educational Needs and Disabilities Policy
- Supporting pupils with medical conditions policy