Edith Cavell Primary

Accessibility Plan and POLICY

(On behalf of …)

Signed:_A Heavey_____   Chair of Governors

Signed:_H Cooke_____   Headteacher

Date:___November 2019_____

Review date:__November 2022__

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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 treats all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Edith Cavell Primary School is a fully inclusive Primary School where children experience an extensive curriculum and where children with special educational needs and disabilities (SEND) are taught alongside their peers and are encouraged to make the best possible progress in all areas of school life. We recognise that accessibility is not easy at Edith Cavell Primary as the school is built on many different levels but our Accessibility Plan sets out our aspiration to become more accessible.

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 are fully supported by the LA with this vision to ensure that all pupils, regardless of their specific learning needs and capabilities, are supported to be as inclusive and independent as possible, with the needs of pupils with Special Educational Needs and Disabilities being considered carefully and of paramount importance.

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, staff, governors and parents.

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
Increase access to the curriculum for pupils with a disability	*Edith Cavell offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include teachers wearing radio aids for children with hearing impairment* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	To ensure that curriculum is inclusive to all pupils stating clear intent and implementation	Review curriculum for progression of skills and knowledge.	Each teacher to take a subject to review	July 2020	The curriculum will show good progression of skills and knowledge and be inclusive to all pupils.
Improve and maintain access to the physical	*The environment is adapted as best we can to the needs of pupils*	To ensure that access can be gained to the outdoor classroom and	Measure width of outdoor classroom and	Site agent to review access	April 2020	All children will have access to outdoor

environment	*as required.* *This includes:* • *Ramp at the front of the school* • *Corridor width in UKS2 block* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height*	sensory garden.	gate of sensory garden	to these areas		learning spaces.
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Induction loops* • *Pictorial or symbolic representations* • *Coloured overlays to aid reading*	To ensure that children who have SEND have access to relevant resources	SENDCo has meetings with individual class teachers to discuss needs of individual learners in each class. SENDCo to undertake a learning walk with a focus on resources including best use of TAs	SENDCo to review SEND needs across the school & match resources	Aut 1	Children's opportunities learning will be matched and purposeful

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 body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Equality plan
- Special educational needs (SEN) information report
- Inclusion policy
- Administering Medicines policy

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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys – we are ground story only	We are wheelchair accessible to three classrooms in the main building and three classrooms in the UKS2 block.	Ensure doors to these classrooms have wheelchair height handles	Arry Islam	July 2020
Corridor access	Corridors in the UKS2 block are uncluttered.	Ensure corridor remains uncluttered.	UKS2 staff	weekly
Parking bays	2 Disabled parking bays available	Maintain paintwork to ensure all staff/visitors know that these bays are for disabled parkers only.	Arry Islam	July 2020
Entrances	UKS2 door glass is damaged	Monitor door and change glass if necessary	Arry Islam	Dec 2019
Ramps	Handle to the Ramp to the school entrance is maintained	Maintain paintwork to handle on the ramp	Arry Islam	Sept 2019
Toilets	Disabled toilet in main building and disabled toilet in UKS2 building	Monitor working order of toilets.	Arry Islam	weekly
Reception area	Space in Reception area is created to house wheelchair if necessary, doors to be opened and fixed.	Monitor reliability of door stops to doors opening into the hall	Arry Islam	Dec 2019
Internal signage	Ensure signage is at wheelchair height	Adjust signage where necessary during audit Health & Safety walk	Arry Islam/Zena Ecott	Dec 2019

Emergency escape routes	Regularly checked on Health & Safety walk	Check all escape routes	Arry Islam/Zena Ecott	Each term