



Cadishead Primary School

Accessibility Plan

Policy Review Sheet Accessibility Plan

Date Reviewed	Date of Next Review	Name/signature
March 2016	March 2017	
March 2016	March 2018	
March 2018	March 2021	

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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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	To ensure the curriculum is fully accessible to all pupils regardless of disability	<p>Ensure all staff are regularly differentiating work through the usual monitoring system</p> <p>SENCO to ensure resources are readily available for pupils with disabilities</p> <p>All staff to track the progress of all pupils through Classroom Monitor at regular half term intervals</p>	<p>HT, Staff and SLT</p> <p>Monitored by the GB</p>	On going review-yearly	<p>All children are able to access the curriculum equally well</p> <p>Fully accommodate all pupils with disabilities</p> <p>All pupils are fully integrated into the curriculum</p> <p>No aspect of the curriculum is inaccessible to pupils with disabilities</p>
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required.	To ensure the site is fully accessible to all pupils/visitors regardless	Ensure ramp access to school is in good order	HT, Staff and SLT	On going review-yearly	All children are able to access the building and its activities

environment	<p>This includes:</p> <ul style="list-style-type: none"> • Wheelchair access at all entrances and sections of the school • Carpeted classrooms to aid hearing impaired pupils • Exterior lighting to improve evening access • Routes to the main entrance are clearly signed and free from obstructions • Corridor width • Disabled parking bays • Disabled toilets and changing facilities located next to the office • Library shelves at wheelchair-accessible height • Entry buttons located at wheelchair-accessible height 	of disability	<p>Install new handrails to the ramp to the steps to the side entrances</p> <p>Re-install the disabled parking bay markings</p>	Monitored by the GB		<p>equally well</p> <p>Fully accommodate all pupils with disabilities</p> <p>All pupils are fully integrated into the school's environment</p> <p>No part of the building/site is inaccessible to pupils with disabilities</p>
Improve the delivery of information to pupils with a disability	<p>Our school makes use of a range of communication methods to ensure information is accessible. These include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	Ensure all materials are in an accessible format	<p>Re-install the Fire Assembly point signs in appropriate format</p> <p>Re-apply for Dyslexia Friendly Schools status</p> <p>Ensure, where</p>	HT, SLT, All staff and SENCO	<p>Summer 2018</p> <p>Summer 2018</p>	<p>Fire signs are in place</p> <p>Dyslexia Friendly Schools accreditation achieved</p>

	<ul style="list-style-type: none">• Induction loops• Pictorial or symbolic representations		appropriate, pictorial or symbolic representations are produced for children with SEND		Summer 2018	SEND pupils are given pictorial representations if required
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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:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy