

West Ashtead Primary School



Accessibility Plan

Next Review	Spring 2023
Person responsible for updating policy	Head Teacher

Aims of this plan:

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, the complaints procedure sets out the process for raising these concerns. The complaints procedure can be found on our website.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Responsible person:

The Head Teacher and the governors are responsible for the delivery of the plan.

Monitoring and Evaluation:

The Headteacher is responsible for the monitoring of this policy.

Action Plan:

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

Aim	Current Practice	Person Responsible	Actions to be Taken	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> · Our school offers a differentiated curriculum for all pupils · We use resources tailored to the needs of pupils who require support to access the curriculum · Curriculum progress is tracked for all pupils, including those with a disability · Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Provision of a non-classroom based SENCO to prepare and plan for the needs of pupils in the school</p> <p>Teaching assistants trained in support pupils with visual impairments and communication needs</p>	<p>SLT</p>	<p>SENCO reviews provision on an ongoing basis.</p> <p>Budget available for additional resources to assist pupils with disabilities ie large print, coloured paper, furniture.</p> <p>Governing body seeks information on progress of children with disabilities and how these are tracked through the headteachers twice termly report.</p>	<p>All pupils accessing the full curriculum.</p> <p>Assessments of pupils indicate progress within the curriculum is being made.</p>

<p>To modify facilities to allow for users with disabilities</p>	<p>Carry out an access audit Improve signage for the visually impaired</p> <p>Designated disabled toilet installed</p> <p>Space made available within the school to create areas and rooms where teachers can work with small groups of children with special needs</p> <p>Dedicated ELSA space created</p> <p>School website update to improved access of information for all users</p>	<p>Bursar & H&S Governor</p>	<p>To be confirmed after audit</p>	<p>Issue identified and improvements made.</p>
<p>To develop staff knowledge of different teaching and learning style</p>	<p>Teaching Assistants to be trained to work with pupils with disability as required</p> <p>Schools trips to be organised with the availability of activity differentiation for identified pupils</p> <p>Disability issues to be incorporated into the PSHE curriculum</p>	<p>SENCO</p> <p>HT/CT</p> <p>PSHE Subject leader</p>	<p>Ongoing</p> <p>Risk Assessment reflect resolution of any issues</p> <p>Ongoing</p>	<p>Progress made by children reflects the quality of the support.</p> <p>All children can access day/residential trips</p> <p>All children accessing the PSHE curriculum.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps</p> <p>Corridor width</p> <p>Disabled parking bay</p> <p>Disabled toilets and changing facilities</p> <p>Library shelves at accessible height</p> <p>Adequate lighting in all areas</p>	<p>SLT</p>	<p>Regular check conducted by Bursar and Caretaker to ensure school remains accessible to all.</p>	<p>School is accessible to all children and visitors.</p>

	<p>Interactive screens installed in all classrooms to improve visual access to curriculum</p> <p>All steps clearly marked with edging paint to increase visibility</p> <p>Purchase of ramp to be used at main entrance</p>			
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