

Emmanuel Holcombe C of E Primary

Accessibility plan - draft

**Vision Statement**

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

**Mission statement**

In our small, friendly school, everyone respects and cares for one another

In our community, church, home and school we work together to grown in faith and friendship

In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Policy written: February 2022

Review date – February 2023

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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, the complaints 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](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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 | actions to be taken | Person responsible | date to complete actions by | success criteria |
| --- | --- | --- | --- | --- | --- |
| Increase access to the curriculum for pupils with a disability | * 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
* The curriculum is reviewed to ensure it meets the needs of all pupils
 |  | HeadteacherSencoHeadteacherHeadteacherHeadteacher  | YearlyAd hocAt the end of each blockYearly | Curriculum accessible by allResources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupilsStaff to track progress of all children and set high targets for progress and attainment. Staff time to regularly review the curriculum |
| Improve and maintain access to the physical environment | * Disabled toilet available
* Lift to main school
* Potential to insert a lift to second floor
 | Battery to be replacedFunding applied for when needed | HeadteacherHeadteacher | AdhocAdhoc | When neededWhen needed |
| Improve the delivery of information to pupils with a disability | Understand the needs of pupils and ensure information is available in relevant formats • Large print • Braille • Pictorial or symbolic representations  |  | SENCO | Ad hoc | Pupils have access to curriculum information and all other school information in a format that meets their needs |
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the SEN process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process | As required Induction and on-going if required | Headteacher | Ad hoc | Pupil support plans in place for disabled pupils and all staff aware of pupils needsAll staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues |

**3. Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

# 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 information and objectives (public sector equality duty) statement for publication
* Special educational needs (SEN) information report
* Supporting pupils with medical conditions policy