

Accessibility plan

Errington Primary School



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| Approved by: | Mrs S Robertson | Date: 05.10.17 |
| Last reviewed on: | [Date] | |
| Next review due by: | 04.10.18 | |

Contents

| | |
|---------------------------------|---|
| 1. Aims | 2 |
| 2. Legislation and guidance | 3 |
| 4. Monitoring arrangements | 4 |
| 5. Links with other policies | 4 |
| Appendix 1: Accessibility audit | 5 |

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.

Errington promotes inclusion and ensures that all children are able to access education in all areas of the building, outside the building and make provision so that this happens on a daily basis.

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, parents, staff and governors of Errington Primary 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.

This policy complies with our funding agreement and articles of association.

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 resources include examples of people with disabilities.

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.

Improve and maintain access to the physical environment The environment is adapted to the needs of pupils as required.

This includes:

- *Ramps*
- *Corridor width*
- *Disabled parking bays*
- *Disabled toilets and changing facilities*

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*
- *Pictorial or symbolic representation*

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 Mrs S Robertson

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

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|--|--------------------|---------------------------------|
| Number of storeys | 1 | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |
| Corridor access | 10 | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |
| Lifts | 0 | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |
| Parking bays | 2 | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |
| Entrances | 10 | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |
| Ramps | 2 | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |

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|-------------------------|------------|--|-----|---------------------------------|
| Toilets | 1 disabled | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |
| Reception area | 1 | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |
| Internal signage | 15+ | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |
| Emergency escape routes | | All access points are clear and checked daily and at point of entry and exit | SHR | Each day and half term to check |