

<b>Policy</b>	Accessibility plan
<b>Ratification date</b>	08.03.2023
<b>Last reviewed on</b>	March 2023
<b>Next review date</b>	March 2026
<b>Signatories</b>	<div style="text-align: center;">   <hr style="border: 1px solid red; width: 150px; margin: 0 auto;"/> <p><b>Head Teacher</b></p>   <p><b>Chair of Governors</b></p> </div>

The governing body has delegated approval to the headteacher as of 08.03.2023

# Accessibility plan

Wheatfields Primary School



<b>Approved by:</b>	Governing Body	<b>Date</b> 08.03.23
<b>Last reviewed on:</b>	March 2023	
<b>Next review due by:</b>	March 2026	

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements.....	5
5. Links with other policies.....	5

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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](#) 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Curriculum review undertaken 2022-2023</p> <p>Subject Leadership training</p>	<p>On-going training available to staff to ensure up to date practices.</p>	<p>Headteacher Deputy Headteacher Assistant Headteacher / SENDCo Subject Leaders</p>	<p>On-going</p>	<p>All pupils, regardless of additional needs, are able to access the full curriculum on offer.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment has the following facilities/adaptions in place already:</p> <ul style="list-style-type: none"> <li>• Corridor width throughout the building wide enough for a wheelchair</li> <li>• Disabled parking bay</li> <li>• Disabled toilets in KS1 and KS2</li> <li>• Raising changing table</li> <li>• All classrooms are on the ground floor</li> <li>• Allocation of classrooms can be rotated to take into account needs and accessibility</li> <li>• Entrance front door is operated via push button</li> </ul>	Regular site reviews with disabled access as a consideration.	<p>Continual consideration given to any future adaptions required.</p> <p>Any new development to consider access for all.</p>	Headteacher Site Manager	On-going	All pupils are able to access the relevant parts of the building required.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	Regular reviews to consider pupil, parent and staff needs e.g. HI, VI etc	The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.	Headteacher Deputy Headteacher Assistant Headteacher / SENDCo Admin team	On-going	All stakeholders will be able to access the information they require in a format that is accessible to them.

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Headteacher.

## 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
- SEND policy
- Supporting pupils with medical conditions policy