



# Accessibility Plan

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<b>Next Review Date:</b>	April 2024
<b>Version No:</b>	1
<b>Ratified by:</b>	Spring Meadow Infant and Nursery School Local Governing Body
<b>Date Ratified:</b>	April 2023
<b>Review Timetable:</b>	Annually
<b>Review:</b>	The document should be updated annually after ratification or earlier if there is any new local or national guidance, changes in process or legislation.
<b>Purpose of Document:</b>	This document should provide support and give advice if anyone is concerned about a member of staff.
<b>Links to other policies</b>	Risk assessment policy, health and safety policy, SEND policy, supporting pupils with medical conditions policy.
<b>Impact on;</b> Safeguarding Equality & Diversity SEND	Safeguarding Equality & Diversity SEND
<b>Implementation:</b>	This policy is available on the school website and on the staff share.
<b>Dissemination:</b>	The policy will be available to all staff, teaching and non-teaching, and to the wider public via the website.

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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. We strive ourselves on celebrating and encourage all children to develop and grow as individuals. At Spring Meadow Infant and Nursery school, we have the following core values: kind, independent, inclusive, resilient, creative and knowledgeable.

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.

We have included a range of stakeholders in the development of this accessibility plan, including 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 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

<b>Aim</b>	<b>Current Good Practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions</b>
Increase access to the curriculum for pupils with a disability	<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 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>	Ensure there is a broad range of curriculum resources which include examples of people with disabilities	Matthew Brough	September 2023
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>•The environment is adapted to the needs of pupils as required. This includes: Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheel-chair accessible height Information provided in large print Ramps</li> </ul>	High low bed for changing facilities in the unit	Libby Cross	September 2023
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessibly. This includes: Large print resources Pictorial or symbolic representations	To ensure there is internal signage	Zoe Thistlewaite and Tim Peachey	July 2023
Increase access to the curriculum for pupils with a disability	<p>All before and after school clubs are planned to ensure, where reasonable, the participation of the whole range of pupils.</p> <p>Review PE curriculum to ensure PE is accessible to all pupils.</p>	All activities will be conducted in an inclusive environment with providers that comply	Libby Cross, Anthea Jones, Laura Fielding	Reviewed termly

	All school visits and trips need to be accessible to all pupils	<p>with all current and future legislation.</p> <p>All pupils have access to PE and are able to excel and child's TA will be there at all times.</p> <p>All pupils are able to access school trips and take part in a range of activities.</p>		
Safe evacuation	<p>To ensure all disabled people can be safely evacuated.</p> <p>Ensure there are enough Fire Exits around school suitable for people with a disability.</p>	<p>Update GEEP.</p> <p>Ensure staff are aware of the need to keep corridors and Fire Exits clear.</p> <p>All disabled pupils and staff working with them are evacuated safely during an emergency or evacuation.</p> <p>All disabled personnel have safe and independent exits from school.</p>	<p>Libby Cross, Laura Fielding, Zoe Thistlethwaite.</p> <p>All staff</p>	<p>September 2023 and then reviewed half termly.</p>

#### **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 by the governing board and the headteacher.

It will be approved by the governing board and 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

