

Accessibility Plan

Speldhurst Church of England Voluntary Aided Primary School



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Approved by:	Stephanie Hayward and Governors	Date:
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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**

Speldhurst C of E Primary 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.

Speldhurst C of E Primary School is dedicated to being an inclusive school with the aim of ensuring that all children achieve their potential. Some children have special educational needs and the school is committed to providing appropriate support so all children have an enjoyable school experience and make the best possible progress, whatever their need or disability.

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
Increase access to the curriculum for pupils with a disability.	At Speldhurst C of E Primary School we aim to: -Construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life -Provide “high quality teaching” which should “meet the needs of all children and young people” - Make reasonable adjustments/adaptions as needed to support pupils in accessing the curriculum successfully. The Mainstream Core Standards are an integral part of the school’s provision to support with this. -Seek professional advice and in-service training on issues relating to the delivery of an accessible curriculum -Use curriculum resources which include examples of people with disabilities - Ensure staff are aware of pupils with personalised provision plans and specific support to implement. -Carefully track pupil progress pupils for all pupils, including those with a disability, so appropriate support can be put in place as needed. -Set targets that are appropriate for pupils.	• Pupils who need support in accessing the curriculum are identified and the support is monitored and the impact measured. • All subject leads ensure their subject is accessible for pupils with SEND.	• Continued review at Pupil Progress Review Meetings. • Ongoing curriculum review by SLT. • CPD focus on the Mainstream Core Standard. • SENCo/subject lead observations and book looks monitor the accessibility of the curriculum for SEND pupils in all subjects and support staff where needed.	SLT SENDCo Subject Leads	Ongoing (reviewed 3x a year at Pupil Progress Review meetings)	The curriculum is accessible for all pupils with SEND, enabling them to make good or better progress.

	-Regularly review the curriculum to make sure it meets the needs of all pupils -Put in place appropriate access arrangements when needed. -Ensure all trips/visits are accessible for all pupils.					
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To develop pupil, parent and staff knowledge & understanding of SEND.	At Speldhurst C of E Primary School staff CPD is centred around the needs of the children within the school and is updated regularly. We access training and advice for governors, teaching staff and non-teaching staff as appropriate for the needs of the school. Pupil and parent workshops are run as needed and adapted to the needs of the pupils in the school.	To continue to improve pupil, parent and staff knowledge and understanding of SEND.	• Whole school enrichment days/workshops focused on developing understanding of disability, including pupil and parent workshops. • Staff CPD is arranged in response to pupil need. • Ongoing parent workshops.	SENDCo	Ongoing	Pupils, parents and staff will be more informed about inclusion and the needs of others.

Improve and maintain access to the physical environment	At Speldhurst C of E Primary School. The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled toilets and changing facilities • Shelves at wheelchair accessible height Ensuring that any new building works planned meet the needs of pupils with disabilities and conform to building regulations Providing specialist aids/equipment and make reasonable adjustments to meet the needs of the individuals Anticipating the types of issues / barriers that could arise; and, reviewing school organisation and accommodation usage to maximise accessibility and opportunities. Risk assessments and PEEPS in place as needed.	To continue to improve the environment of the school or ensure its accessibility.	Continued review of the site. • Priority consideration in the planning of any new buildings • Staff to be aware of the access needs of SEND pupils and relevant risk assessments or PEEP plans. • Staff ensure resources are accessible to all pupils.	Headteacher Caretaker SENDCo	Ongoing	All pupils are able to access the school environment.
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Speldhurst C of E Primary School uses a range of communication methods to make sure information is accessible. This includes: • Pictorial or symbolic representations used within all classrooms. • Appropriate use of overlays/fonts for visual stress. • Internal signage	Information is delivered appropriately for all pupil.	• Pictorial/symbolic representations (from Widgit) are used within all classes to produce visual timetables, social stories and word banks. • Resources are adapted appropriately for specific needs, these may be outlined in a personalised provision plan (e.g. overlays, font, enlarged texts)	SENDCo CT	Ongoing - reviewed based on children's needs	Ensure information is accessible to all including those with disabilities

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 SENDCo

It will be approved by the headteacher and governing body.

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
- SEND policy and information policy
- Supporting pupils with medical conditions policy