

# Blofield Primary School

## Accessibility Plan

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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, making reasonable adjustments so that access to the curriculum is tailored to the individual child.
- 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.

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our pupils so that they can achieve the best outcomes possible.

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. Liaison with external agencies i.e. physical, sensory.

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 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 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.

### 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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>	<p>Our school offers a scaffolded curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all pupils.</p>	<p>Increase access to the curriculum for pupils with a disability.</p> <p>To ensure that throughout each year group and across the curriculum, pupils make substantial and sustained progress.</p> <p>Outdoor/Forest School learning across the school to help foster a growth mindset and build resilience for all pupils.</p>	<p>Training for specific staff including medical.</p> <p>Application made to Access Through Technology to provide additional laptops for pupils where this would be beneficial for them and the pupil(s) meet the criteria.</p> <p>Continuing Professional Development (CPD) for staff arranged as necessary to support pupils' learning.</p> <p>CPD for support staff to enable them to fully support the qualified Forest School teacher in learning opportunities for all pupils.</p>	<p>SENCo &amp; Headteacher</p> <p>SENCo</p> <p>Headteacher &amp; SENCo</p> <p>Deputy Head &amp; P.E. subject leader</p>	<p>As required</p> <p>As required</p> <p>As required</p> <p>CPD for Forest School Teaching Assistant when available (due to Covid-19 courses have not been running as normal)</p>	<p>Specific training arranged as necessary.</p> <p>Lessons planned and delivered to ensure pupils have access to a range of technology and learn a wide range of computing skills.</p> <p>Staff are trained and confident thus ensuring pupils make substantial and sustained progress with strategies and opportunities in place to enable higher attainers to excel.</p> <p>High quality outdoor/Forest school learning opportunities for all pupils. Pupils to have resilience to failure and perceive challenges as opportunities to learn.</p>

<p>Maintain access to the physical environment</p>	<p>Specific pupils have specific equipment and classroom arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in September to new classes and implement new ideas for new pupils.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for pupils with a range of learning/behavioural/physical needs.</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning in individual classrooms. Create a pupil passport for staff to refer to.</p>	<p>Class teachers and SENCo.</p>	<p>End of Summer terms for transition to new year groups in the Autumn and at other times of year as the need arises.</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils. Staff have relevant knowledge for pupils in their class and can adjust needs according to the pupil profile</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Visual timetables</li> </ul>	<p>Regularly update resources available in the library for pupils with disabilities.</p>	<p>Audit library including audio books, books suitable for pupils with visual impairment and those with dyslexia.</p>	<p>English subject leader</p>	<p>Spring term 2022 then review regularly (at least annually)</p>	<p>High quality resources available in the library for all pupils.</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 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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	All ramps to be kept in good condition.	Governors' premises committee to inspect annually and instigate repairs when necessary (Covid-19 restrictions permitting)	Governors' premises committee	Spring term 2022 then ongoing
Toilets	Disabled toilet to be accessible for wheelchair users.	Governors' premises committee to inspect annually and instigate changes where necessary	Caretaker & Governors' premises committee	Spring term 2022 then ongoing
Internal signage	Internal school signage to be appropriate to the needs of all users.	Governors' premises committee to review school signage. Where necessary, install new signage to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. W.C.  Signs to be positioned to inform those with visual impairment and wheelchair users.	Governors' premises committee.	Spring term 2022 then ongoing
Emergency escape routes	All corridors are accessible for wheelchairs and wide enough for manoeuvre.  Signs clearly displayed throughout the school.	Corridors to be tidy and free from obstructions.  Continue to ensure signs are maintained.	All staff  Caretaker, Governors' premises committee & Headteacher	Ongoing  Ongoing