

Sowerby Primary Academy

Accessibility Plan 2018-21



Approved by: Keeley Ungerechts - Headteacher **Date:** 15th November 2018

Last reviewed on: November 2018

Next review due by: November 2021

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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
- 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.

The purpose of the plan is to demonstrate how Sowerby Academy intends, overtime to increase the accessibility of our school for disabled pupils. Sowerby Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff and visitors regardless of their education, physical, sensory, social, spiritual, emotional and social needs.

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. This may include elevate Multi-academy Trust and North Yorkshire County Council.

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.

This policy complies with our funding agreement and articles of association. For Academies and Free schools.

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
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>CPD for staff including any medical as necessary</p> <p>Use of technology</p> <p>Liaison with EMS and Healthy Child Team</p> <p>Diversity resources</p> <p>All pupils are given support to access the full curriculum, including external visits and educational trips</p> <p>Consistent approach to learning walls for Eng/maths/Science, for colour, layout and content</p>	<p>SDP curriculum design includes access arrangements for pupils who may need it.</p> <p>Purchase resources from No outsiders in our school – Diversity</p> <p>Use of Pre KS assessments for SEN pupils and target setting</p>	<p>SLT</p> <p>LB/KU</p>	<p>June 2019</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> 	<p>Each classroom environment is adapted to suit the needs of the pupils annually. This is reviewed as necessary dependent on the activity</p>	<p>Create and maintain Den and resources for SEMH CI pupils</p>	<p>Teachers and SLT</p>	<p>September 2018</p>

	<ul style="list-style-type: none"> • <i>Alternative routes around school to avoid stairs</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>Location of classroom for specific year groups is reviewed annually to have fair access for specific pupils</p> <p>Disabled entrance</p> <p>Ramp to KS1. All classrooms accessible from ground floor level</p>			
<p>Improve the delivery of information to pupils and parents with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Radio aids</i> • <i>Communication and print software</i> • <i>Coloured overlays</i> • <i>Coloured paper for workbooks</i> 	<p>Parents feel confident enough to request help with written communications</p> <p>Face to face communication with parents replacing written communication</p>	<p>Staff to pass on information regarding families who need support</p>	<p>SLT</p>	<p>Ongoing 2021</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 local governing body and headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Teaching and learning policy
- 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	One story, however there are 3 steps leading to Y5/6 classrooms and stairs either side of hall leading to PPA room and TA room	Alternative access from KS1 or KS2 playground to y5/6 classrooms PPA and TA rooms not accessible for pupils unless accompanied by an adult	All staff	Ongoing 2021
Corridor access	All corridors wide enough for access and maneuver	Corridors remain tidy and free from clutter. Lockers provided to clear Y5/6 corridor from fallen coats in cloak area outside Emerald and Pearl classes	All staff	Ongoing 2021
Parking bays	Alongside main school building leading to disabled access doors in KS1	Keep clear and accessible	Site manager	Ongoing 2021
Entrances	With the exception of Main entrance all entrances are accessible.	Main entrance also accessible through disabled access doors near disabled parking bays	Admin staff	Ongoing 2021
Ramps	From main corridor leading to KS1	Remain clear from furniture and kept tidy	Site manager	Ongoing 2021
Toilets	Disabled toilets x2 in addition to	All located in KS1 accessible from disabled entrance and	Site manager	Ongoing 2021

	hygiene room.	parking		
Reception area	Reception desk at two heights to accommodate standing and wheelchair service users	Maintain this and keep reception area clear for maneuver	admin	Ongoing 2021
Internal signage	Improved signage for emergency exits and escape routes	Purchase permeant signage for emergency exits in remaining areas	admin	December 2018
Emergency escape routes	Exits lit and well labeled. Emergency lighting to all entrances and exits internally			
External lighting	External lighting to allow safe passage from outside classrooms to main building External lighting to access all doors from outside	Improve lighting in KS1 playground and Y1/2 classrooms for safe access in winter from KS1 playground	admin	December 2018