



Deanshanger Primary School

Accessibility Plan

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. Our aim for all pupils is simple - to ensure that they achieve and exceed their potential and have a lot of fun along the way. We strive to ensure that every day is filled with happiness, laughter, support, encouragement, and progress.

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 and additional training opportunities. We work closely with other schools in the cluster and the local authority.

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.

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.

Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents: Health and safety policy, SEND and Inclusion policy, Children with Medical Condition policy

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>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. E.g., modified learning environment.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Staff have strong SEND awareness.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Medical awareness training for staff (as required).</p>	<p>To ensure that our current good practice is deeply embedded and is consistently applied i.e., individual needs continue to guide all areas of school improvement by working closely with parents and outside support agencies.</p>	<p>According to each child</p>	<p>HT, SENCo and class teacher and LSA</p>	<p>According to each child. This could be their starting date or based on when a modification was proposed.</p>	<p>That our school aims (above) are consistently in place.</p>
<p>Improve and maintain access to the physical</p>	<p>The environment is adapted / suitable to the needs of pupils as required.</p>	<p>To ensure that our physical environment is well matched to the</p>	<p>To regularly monitor access as part</p>	<p>HT, SENCo and class teacher</p>	<p>According to each child. This could be their starting</p>	<p>That our school aims (above) are</p>

<p>environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps (to KS2 area) and outside play area • Corridor width • Two disabled parking bays • A disabled toilets and changing / shower facilities • Library shelves at wheelchair-accessible height • Climbing harnesses (and staff training) to ensure access to the school's playground equipment. 	<p>needs of all children and adults in the school and where possible, the community (for special events).</p>	<p>of our health and safety checks and in line with new children joining the school and reflecting on changing needs.</p> <p>Ramp access to Wrap Club</p>	<p>and LSA</p>	<p>date or based on when a modification was proposed.</p> <p>Ramp access to be complete by end of August 2018</p>	<p>consistently in place.</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"> • Internal signage • Pictorial or symbolic representations 	<p>To ensure that our communication methods match need. When required, additional resources should be considered e.g., braille signage, large print and a loop system</p>	<p>According to each child</p>	<p>HT, SENCo and class teacher and LSA</p>	<p>According to each child. This could be their starting date or based on when a modification was proposed.</p>	<p>That our school aims (above) are consistently in place.</p>

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>The school is on one level but is on a split level site with 6 steps to the Upper KS2 area. There is an electric ramp/lift to ensure this area is accessible.</p> <p>Wrap Club is in a mobile classroom - access is currently via 5 steps.</p>	<p>Regular maintenance of the lift/ramp.</p> <p>Ramp access to be installed to Wrap Club mobile classroom.</p>	HT / Site supervisor	<p>Annual checks in July</p> <p>End of August 2018</p>
Corridor access	All corridors are wide for wheelchair access	None required	-	-
Parking bays	There are 2 allocated priority bays in close proximity to the	To ensure that these continue to be used in accordance to the intended use.	HT / Site supervisor	Follow up as and when

Reviewed April 2018 and presented to governors for ratification. As with all school policies it will be reviewed on an annual basis.

	main entrance.			required.
Entrance	The school entrance is wide and accessible.	To ensure that we do not move items into the area that restrict access,	HT / Site supervisor	Follow up as and when required.
Toilets	There is one disabled toilet / changing room / shower in the corridor by the library.	None required	-	-
Emergency escape routes	All emergency exits are kept clear to ensure easy access.	To ensure that we do not move items into doorways that restrict access,	HT / Site supervisor	Follow up as and when required.