

Accessibility Plan 23-24



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.

Our vision is:

To provide an exciting, stimulating, play based curriculum that enables children to develop a broad range of skills and knowledge which will be a strong foundation for future learning

To be an inclusive school where each child is given equal opportunity to develop, learn and reach their full potential regardless of ability, background, prior knowledge, experience or need

To provide experiences that enable children to take risks with their learning so that they develop confidence, resilience and self-esteem and develop a love for learning

To build strong relationships with parents so we can work in partnership to support children's learning

To enable all children to be successful learners with a foundation of skills and knowledge that will enable them to be responsible citizens and effective contributors to society

The plan will be made available online on the school website, on the school app 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 including working with the local authority, specialist teams to support children with hearing / sight loss and medical providers.

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 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	OBJECTIVES	ACTIONS TO BE TAKEN	LEAD PERSON	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum including alternative communication strategies • Progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Tailored transition supports the needs of disabled pupils and those with additional needs • Staff have developed their knowledge and understanding of specialist techniques to support children with Autistic Spectrum Disorder (ASD) in order to ensure that children with ASD learn optimally. 	1. Review resources including books to ensure they reflect the children in the Nursery	Senior staff to review resources	Executive Headteacher	Review at least annually but on each new cohort of pupils.	Resources and books will reflect the school community including those with needs and disabilities.
		2. Ensure children with disabilities and additional needs have a range of resources and equipment that enables them to access the curriculum	<p>Children's needs identified during transition process.</p> <p>Liaise with health providers to plan appropriate equipment.</p> <p>Ensure additional funding and DLA is applied for.</p> <p>Purchase additional equipment as needed as part of children's support plans.</p>	Executive Headteacher	On transition for each new pupil.	All children will have access to resources and equipment they need to access the curriculum.
		3. Increase the use of Makaton across the whole school to support communication strategies	Staff to use a bank of key Makaton signs with all pupils	Executive Headteacher	Summer 23	A bank of key Makaton signs used daily by all staff
		4. The needs of ASD children met by all staff, increasing inclusive access to the curriculum	<p>In-house training to be given by Deputy SENCO as part of the induction process</p> <p>New staff to complete formal Autism training within 12 months of appointment</p>	Executive Headteacher	Ongoing	All staff able to use specialist techniques to support children with ASD so that they can fully access the curriculum

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Improve and maintain access to the physical environment	<p>The school adapts the environment to meet the needs of pupils.</p> <p>Children unable to access the first floor taught in ground floor classes.</p> <p>A wide range of resources are used to improve the physical environment including adjustable height tables and adaptive equipment.</p>	1. Increase access to OT programmes to improve children's physical development	<p>All staff to be trained in the use of Cool Kids programme.</p> <p>Programme to be incorporated into the Nursery routine so all pupils access and take part.</p>	Executive Headteacher	Dec 2023	
		2. Improve physical access to the rear garden for Nursery aged pupils	Install ramps from external classroom doors and decking area into the rear garden so that wheelchair users can use the same exits as their peers.	Executive Headteacher	July 2024	Main access points into the garden will provide wheelchair access.
Improve the delivery of information to individuals with a disability	Our school uses a range of communication methods and can adapt documentation at request using specialist software.	1. Improve access to communication resources for sight impaired families.	Liaise with LA on appropriate systems, resources that can be purchased / tailored to the school.	Executive Headteacher	Dec 2023	Communication system for sight impaired users will be available.

4. Monitoring arrangements

This document will be reviewed every 2 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

Approved by the Governing Board on 27th January 2023

Last review date: 2nd January 2023

Next review due by: December 2024