

## Accessibility Plan 2020 - 2023

### Context

Under the Equality Act 2010 schools should have an Accessibility Plan. [The Equality Act 2010](#) replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. The current Plan will be appended to this document.

### Rationale

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

## **Objectives**

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

## **Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:**

- Behaviour Management Policy
- Curriculum Policy
- Equality statement
- Health & Safety Policy
- School Prospectus
- Special Educational Needs and Disability Policy
- Medical Procedure Policy
- Reasonable Force Policy

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

## **Equal Opportunities**

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

## **Monitoring and Evaluation**

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

The school will seek the views of pupils when working on the development of each new version of the plan.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Date reviewed: September 2020

Approved by: Cath Bainbridge Headteacher

Chair of Governors

Next review Due: September 2021 September 2022

Revise new plan September 2023

## Maple Tree Primary School Accessibility Plan 2020-2023

To include: physical access, access to the curriculum and access to written information

Priority	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
Access to the curriculum for all children	All children have access to the EYFS or National Curriculum. Children with additional needs including disabilities have additional support personalised to their needs, including the use of additional staff, interventions, resources, differentiated tasks and personalised targets linked to external professional advice. Half termly reviews occur to review the progress and support given to each child.	Additional resources available for children within the classrooms including visual supports, fine and gross motor skill resources, written material to be available in different sizes if appropriate.	<p>Review of resources in school and purchase further resources as needed.</p> <p>Visual resource bank made on shared computer drive for all teachers to access.</p> <p>Teachers to consider the impact of colour and font when using presentations.</p> <p>To consider access to PE lessons.</p>	<p>Children have access to appropriate resources as needed.</p> <p>Teachers have access to a visual support resource bank that is regularly updated.</p> <p>Use of communication through print package.</p>	Ongoing	<p>SENDCo</p> <p>All Class Teachers</p> <p>All Teaching Assistants</p>
Children with disabilities to be able to access extra curriculum activities.	The school environment includes a disabled toilet, accessibility for a range of physical needs.	The school environment is accessible for children, parents and members of the community.	Individual support provided to children or adults as required e.g. help to reach library shelves or support for children sensitive to	Children, parents and visiting members of the community are able to access the physical environment effectively.	Ongoing	All staff members including site manager.

	Adaptations to classroom environments are made for each class to meet the needs of the children e.g. table layout		noise in the lunch hall, or carers with an assistant dog can drop children at the reception door. Risk assessments written for individual children as required.			
Information is available in a range of formats for parents and members of the community.	Information from the school is available via a range of formats, including emails, Marvellous Me message system, letters, website and phone calls as well as face to face informal and formal meetings.  The school has an open door policy so questions can be answered easily and effectively.	Information from the school is available in range of formats to meet the needs of the school community.	A photo board in reception is available to identify staff/roles at school.  Letters sent out by email available in printed format in the reception area.	Children, parents and visiting members of the community are able to access information about the school effectively	Ongoing	All staff members.

