

Accessibility plan



Approved by: Chair of Governors

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Next review due by: December 2026

Compton CE Primary School

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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.

Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

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.

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.

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>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Inside lift (maintained regularly)</i> • <i>Corridor width</i> • <i>Disabled toilets and changing facilities</i> • <i>Shelves and cupboards at wheelchair-accessible height</i> • <i>Obstructions kept to a minimum</i> • <i>School gates are closed after the beginning and end of the day</i> • <i>The school is fenced and gated, additional areas are padlocked or have an entry system with codes</i> • <i>New security sign- in system in reception</i> • <i>Garden areas for</i> 	<p>Short term: Review signage provision. Contrasting tape/paint on door edges, around light switches, on stair edges, around drains or where there is a change in ground level.</p> <p>PEEPS are completed for physically disabled pupils and those with temporary injuries.</p> <p>Medium term: To audit and review specialist equipment for children.</p> <p>Long term: To be aware of the future needs of pupils</p>	<p>Walk around to be carried out by sensory support team to assist when required. All areas monitored to check for wear and tear.</p> <p>PEEP completed as needed and reviewed termly.</p> <p>SENDCO to provide specialist equipment as needed eg. Writing slope, specialist pens, scissors etc.</p> <p>SENDCO to attend transition meetings</p>	<p>SENDCO</p> <p>CT/ TL/ SENDCO</p> <p>SENDCO/ Parent/ Occupational Therapist</p> <p>SENDCO</p>	<p>As needed</p> <p>As needed</p> <p>Termly</p> <p>As required</p>	<p>Signage is adequate. Colour contrasting areas to support those with visual impairments are clear and in good order.</p> <p>PEEPS are in place for all disabled children or those with temporary conditions.</p> <p>Specialist equipment is made available or advice received from specialist external agencies.</p> <p>School are aware of the needs of new</p>
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	<p><i>therapeutic care</i></p> <ul style="list-style-type: none"> • <i>Sensory area provided, seated and quiet areas available</i> • <i>PEEPs (personal emergency egress plan) for individual disabled children or those with temporary conditions</i> 	<p>with disabilities and ensure specialist equipment is obtained.</p> <p>To consider the need for improved sound systems in the classrooms to benefit all learners.</p> <p>Extra teaching space required, consider the use of stud walls/sliding partitions in the learning zone (old library).</p>	<p>when children are new to our school.</p> <p>Monitor and check with other schools the success of the sound systems fitted.</p> <p>SLT to monitor.</p>	<p>SENDSCO/ SLT</p> <p>SLT.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>entrants and adapt accordingly by providing resources to improve access.</p> <p>Research pros and cons of sound systems and whether it is an appropriate and needed resource.</p> <p>Reviewed regularly to ensure maximum use of space.</p>
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<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>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. Curriculum resources include sensory room, Thrive approach, Curriculum progress is tracked for all pupils, including those with a disability. 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>Short term: To ensure that the access plan continues to be incorporated into the School Improvement Plan.</p> <p>Medium term: To ensure all pupils can participate in the wider school curriculum including trips and after school clubs.</p> <p>Long term: To ensure all students are able to access the curriculum.</p>	<p>Monitor</p> <p>Staff are aware of children’s needs and appropriate provision is planned and implemented.</p> <p>Appropriate differentiation and targeted intervention provided in response to needs. Advice sought from relevant agencies, specialist staff and training for school staff</p>	<p>SEN Governor to monitor with SLT/ SENDCO</p> <p>Team Leaders/ CTs and SENDCO</p> <p>Team Leaders/ CTs and SENDCO</p>	<p>Yearly</p> <p>Termly</p> <p>Ongoing</p>	<p>Access plan is part of the School improvement plan.</p> <p>Support provided for all children to access trips and school clubs.</p> <p>All pupils needs met through differentiation and targeted intervention.</p>
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	<p><i>To improve the structure at break times. Many children struggle with the lack of structure particularly those with additional needs.</i></p>	<p>To consider the use of The Nest as a quiet 'play space' at break time and lunchtime. Regular training for MTAs to improve playtimes for all children.</p> <p>To provide opportunities for all children to learn about different difficulties children face to help them understand and support within our school.</p>	<p>implemented.</p> <p>Need to identify appropriate adults for 'cover' during break and lunchtimes. Termly 'Play' training for MTAs.</p> <p>CTs to make children aware of the difficulties faced by some children in their class.</p> <p>Where needs are more significant SENDCO can explain to the children in an age appropriate style.</p>	<p>All school staff</p> <p>SENDCO, SLT, MTA leader</p> <p>SENDCO in liaison with parents.</p>	<p>SENDCO and MTA leader. Ongoing</p> <p>As required</p>	<p>Play times are more structured for all children. Staff are in receipt of appropriate 'Play' training.</p> <p>Better understanding of all staff about the additional needs of children.</p>
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<p>Improve the delivery of information to pupils 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>Alternative formats provided for pupils who are identified as having an additional need eg. Less information presented on a page, paper to mask off information, larger/bolder type.</i> 	<p>Short term: To ensure SENDCO and key staff are aware of the need to identify and provide for pupils who need information provided in different formats.</p>	<p><i>Pupils are given alternative formats when given information. They are also provided with alternative methods of recording as the need arises including coloured paper, voice recorders, images, ICT supports.</i></p>	<p>All staff</p>	<p>Termly</p>	<p>Awareness is raised of all staff.</p>
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	<ul style="list-style-type: none"> <i>School will explore different formats for newsletters that are available to parents including large print, availability in different languages etc.</i> <i>Pictorial or symbolic representations</i> <i>Up to date training on alternative methods of delivering and recording information</i> 	<p>Parents to request alternative formats from the office. School to make parents aware of the different formats available. (Jane Vatcher to explore this).</p> <p>Visual timetables in every class.</p> <p>Medium term: To ensure all members of the school community are aware of the need to identify and provide for pupils and parent/carers who need information provided in alternative formats. Consider use of cued articulation across the school.</p> <p>Long term: To access support from relevant agencies as the need arises.</p> <p>To ensure continual improvement in the delivery of information to disabled pupils.</p>	<p><i>Parents have access to newsletters/ school information through various formats.</i></p> <p><i>Timetables in every classroom for all pupils to refer to.</i></p> <p><i>There is a raised awareness of needs across the school.</i></p> <p><i>Training due in Autumn 2019</i></p> <p><i>Ongoing review of pupils with disabilities and how they have access to school information.</i> <i>Continually monitor and review the alternative methods of recording.</i> <i>Liaise with external agencies as necessary and attend training as appropriate.</i></p>	<p>All staff to be aware, Jane Vatcher to arrange access to the different formats.</p> <p>Class teachers</p> <p>All staff</p> <p>SENDCO/Teachers/TAs</p> <p>SENDCO</p> <p>SENDCO, teachers, TAs, parents</p> <p>SENDCO, teachers,</p>	<p>As required</p> <p>Termly/half termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>As the need arises</p> <p>Ongoing discussion Ongoing as required</p>	<p>Newsletters provided in different formats as requested.</p> <p>Symbols used throughout the school to support all learners.</p> <p>All staff trained.</p> <p>Outside agencies accessed as the need requires.</p> <p>Information is delivered in suitable ways to allow all members of the school community to access it.</p>
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				TAs, parents		Alternative methods of recording are provided.
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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 Governors in conjunction with the Head teacher.

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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit the context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				

