

	Name of School	Terrington St Clement Community School
	Policy review Date	September 2024
	Date of next Review	September 2027
	Who reviewed this policy?	Sarah Goudie & Amanda Conner
	Date approved by Governing body	Autumn Term 2024

Accessibility plan

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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. We are committed to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity for all
- Foster good relations

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and pupils.

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	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<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 • Curriculum resources include examples of people with disabilities • Curriculum 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 • Our school works with parents/carers to ensure that decisions are made in the best interest of learners and that all pupils have access to an appropriate curriculum for their needs 	<ul style="list-style-type: none"> • To continue to review and increase access to the curriculum for pupils with a disability in response to individual needs • To facilitate and develop independence in our learners • To ensure that during any periods of Covid related self-isolation/ lockdown, all pupils can continue to access the learning 	<ul style="list-style-type: none"> • Set suitable learning challenges • Respond to pupils' diverse learning needs as necessary • Overcome potential barriers to learning and assessment for individuals and groups of pupils • Review routines and learning tasks to actively promote and facilitate increasing levels of independence 	<p>Class teachers</p> <p>SENCO</p> <p>Class teachers/SENCO</p> <p>Class teachers/SENCO</p>	<p>Ongoing in response to individual/group need</p>	<p>Learners with disabilities are able to access the curriculum and are increasing their independent skills.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • To provide a physical environment which is safe and conducive to learning for all pupils with SEND 	<ul style="list-style-type: none"> • School Keeper makes checks as part of regular premises checks • Governors monitor site suitability through this plan and with shared site visits with nominated governor. 	<p>School Keeper</p> <p>H&S Governor & Governing Board</p>	<p>Weekly</p> <p>Termly</p>	The physical environment is safe and conducive to learning for all pupils with SEND.
Improve the delivery of information to pupils with a disability	<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 • Large print resources • Recommended overlays/ guides • Coloured workbooks/ IWB screens as necessary • Seating arrangements in class • Pictorial or symbolic representations including PECS • Basic Sign Language (e.g. Makaton) 					

4. Access Audit

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of Storeys	The main body of the building is single storey although the Food Technology Suite is on a higher floor.	If any pupil, member of staff, parent or visitor is to take part in food technology activities, the activity will be done elsewhere in the building such as in a classroom.	Class Teachers	When appropriate
Corridor access	Three classrooms on the main corridor to the hall have a single step as does the classroom next to the staffroom.	Wooden ramps placed at strategic points in the corridors are checked by the School Keeper for location and for condition.	School Keeper	Half-termly
Parking bays	There are six designated disabled parking bays, all clearly marked.	Parking signs have been installed in the staff car park for those who are blue badge holders	School Keeper	Daily
Entrances	The main entrance is automated.	None needed.	N/A	N/A
Ramps	Portable ramps are available where there are steps up to classrooms. All external entrances have ramp access.	(see Corridor Access above)		
Toilets	There are three access toilets; one in KS1 and KS2 and EYFS.	The hoist in KS1 and EYFS access toilet are regularly maintained by a professional contractor.	School Business Manager	Twice a year.
Emergency escape routes	At each exit there are steps and ramps. Individual Risk Assessments in place for emergency evacuation of staff/pupils (PEEP) as required and review annually	Checked for condition and repaired if needed. Annual review	All staff responsible for reporting poor condition and Business Manager to arrange repairs. Headteacher & School Keeper to review RAs	When needed. Annually

5. 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 Governing Board

6. Links with other policies

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

- Risk Assessments
- Health and Safety Policy
- Equality Policy
- Special Educational Needs (SEN) Information Report
- Special Education Needs including Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy/Medical Needs Policy NCC
- Exclusion Policy