

Battle and Langton Church of England Primary School



TITLE

Policy Title	Accessibility Policy and Plan
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Approved By			
Headteacher	S. Hughes		
Chair of Governors	S. Cutting		



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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.

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 pupils, parents, staff and governors of the school.

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.



Target	Target group	Aim	Action	Responsibility	Time frame	Outcome	Current good practice
Improve and maintain access to the physical environment							
Ensure access to all areas within the school during the day	Pupils, staff and visitors with physical disabilities	Equality and inclusion for all children and people accessing the school	Continually monitor number of lift key holders. Maintain the lift maintenance schedule. Monitor visibility safety lines on any steps.	Site Manager/Business manager/office team	ongoing	All children, staff and visitors can access all areas of the learning environment equally	Lift is in full working order and all visibility lines are maintained
Ensure priority parking for disabled stakeholders	Physically disabled	All stakeholders can reach our school building	Request additional disabled parking bay in Rother's car park	Business manager/office staff	Ongoing	School site is accessible to all stakeholders	Rother has said this will be revisited within the next year in the meantime office staff will let visitors know that if disabled parking arrangements are needed these can be arranged and booked in school

To ensure that all school trips are suitable for all pupils	Pupils with disabilities of any kind	Every trip to take account of the needs of the pupil group and plan an inclusive experience	Continue to follow good practice and ensure new staff are advised of the school processes	Trip leader	Ongoing	Trips are planned in a bespoke way to be accessible for all pupils, despite challenges	All staff aware of the requirements when planning trips.
Signage	Pupils with visual impairment and learning difficulties	To allow pupils that may have additional needs to be able to identify rooms and areas of importance	Design signage with consideration of needs- using widget on line	Deputy Head teacher/Inclusion manager/Phase leaders	ongoing	Increased independence of pupils and visitors	Online licence for widget online to support all staff
Maintain accessible toilet/wash facilities	Pupils, staff and visitors with physical disability needs	Allow room for independent access for personal hygiene	Maintain areas to a high level of cleanliness and free from unnecessary freestanding objects. Ensure areas are fully stocked.	Deputy Head Teacher/Inclusion Manager and Site manager	ongoing	Independent access for personal hygiene	
Improving access to the curriculum							
Ensure full access to the curriculum for pupils with	Pupils with additional needs and high levels of	To provide a specialist Nurture provision to	Provide the Pod and the staff to manage the and support	Deputy Head Teacher/Inclusion Manager	ongoing	Children maintain a placement in mainstream school	

learning difficulties that may find the mainstream classroom difficult	sensory challenges	support pupils that find a busy classroom environment too challenging to maintain attendance	the full curriculum needs of the pupils			and full access to the curriculum.	
Full access to PE curriculum	Pupils with disabilities	To ensure the curriculum is available to all children regardless of any disability	PE lead and Inclusion manager in place to provide guidance, resources and support for suitable safe exercise to allow participation in PE lessons	Class teacher/PE lead/Inclusion manager	ongoing	All children access the PE curriculum appropriately and safely to the best of their ability, aiming for personal challenge.	
Develop strategies for visually impaired and those with other barriers to learning	Visually impaired and other pupils with barriers to learning	To increase use of laptop and tablet computers to improve accessibility for pupils. Signage is always of an east to read font and size. Worksheets etc to be enlarged as needed.	Continue to offer training on interactive boards to all new staff. Inclusion manager to continue to deliver bespoke training on identified appropriate ICT	Class teachers and Inclusion manager	Ongoing	Improved ICT and enlarged font size allows better access to the curriculum. Appropriate software aids children in accessing equal learning opportunities.	

		Additional advice followed from the sensory need team.	packages for children with disabilities. Inclusion manager to maintain good links with the local authority sensory needs team				
Develop strategies for children with disabilities to enable increased gross motor skills to aid learning	Pupils with disabilities	To promote the strengthening of gross motor skills to enhance learning	Provide gross/fine motor and sensory circuit interventions appropriate to the child's disability tailored to the educational needs	Deputy Head/Inclusion manager/TA's	Ongoing	Increased learning across the curriculum	Reduced capacity to run interventions at present due to COVID
Curriculum resources fully represent all disabilities	All pupils	Promote the inclusion and understanding of all.	Ensure all disabilities are represented in curriculum resources in all areas of the school.	Deputy Head/Inclusion manager	Ongoing	Increased learning and understanding of inclusion	Further resources need to be purchased to ensure all disabilities and area in school are covered

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 governing board and 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