Rose Green Infant School
Accessibility Policy

Introduction
Rose Green Infant School welcomes its general responsibilities under the Disability Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This policy sets out the steps the school, under the guidance of the governing body, will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values
At Rose Green Infant School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment. Each person is valued as an individual and encouraged to develop positive self-concepts through their own identity and experiences".

Definition of Disability
The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to day activities, only if it affects one or more of the following:
mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Special Educational Needs

Special Needs provision is a very important aspect of Rose Green Infant School. When a child is identified as having a special educational need, parents/carers are consulted and an Individual Learning Plan (ILP) is drawn up to target their learning. We aim to recognise the particular difficulties the child is experiencing and develop strategies to provide additional support. This is overseen by the school's Special Educational Needs and Disabilities Coordinator (SENDCo) whose role it is to liaise with teachers and classroom assistants to provide the time, resources and training necessary to ensure inclusion in classroom activities.

How disabled people can be involved in our policy

Rose Green Infant School recognises the importance of involving disabled people fully in the development of our Disability Equality Policy and Accessibility Plan. We will involve disabled people in the following ways:

Disabled pupils:

- We will identify our disabled pupils
- We will ensure that we listen to their views in informal settings.
- Any key issues identified by our pupils will be addressed.
- All priorities will be identified and action plans developed.

Disabled staff:

- We will ask all staff to identify any barriers that affect them and how we can plan to overcome them.
- Any key issues identified by our staff will be addressed.
- All priorities will be identified and action plans developed.

Disabled parents/carers:

- We will meet with disabled parents/carers to identify any barriers and how we can improve the way we meet their needs.
- All key issues identified by our disabled parents/carers will be addressed.
- All priorities will be identified and action plans developed.

Disabled members of the local community:

- We will meet with disabled regular users of the school to identify any barriers and how we can improve the way we meet their needs.
- All key issues identified by our disabled users will be addressed.
- All priorities will be identified and action plans developed

Information Gathering

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil Achievement:

Please see our Assessment Policy which details the processes we use for gathering information on pupil achievement.

Learning Opportunities:
Please refer to the Learning and Teaching policy which details the processes we use for developing learning opportunities.

Equality of opportunity is available for all disabled students who make a request to work in the school.

Admissions, Transitions, Exclusions:
The school admissions policy, as accepted by the governing body, is the policy as developed by the L.A. This document does not permit gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability or social circumstances to be used as criteria for admission. We would encourage parents to share information with us regarding any disability linked to the child/family.

Social Relationships:
The school will encourage positive social relationships between disabled pupils and non-disabled pupils. Opportunities for the children to talk about their disability, if this is their choice, will be made available. In this way barriers due to lack of understanding will be removed.

Employing, Promoting and Training Disabled Staff:
All disabled staff are made aware that they will receive full support and encouragement when seeking advancement in their career. Professional development is important and all staff, regardless of disability, have equal opportunity to apply for any training that they feel will fulfil their needs.

Assessing the impact of our policies
Methods used to assess the impact of our policies will include feedback from pupils with a disability and also their parents and/or carers, monitoring strategies through observation and tracking of pupil progress.

We recognise that all our school's policies have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community.

Reporting
We will report to Governors about the progress we make on promoting equality of opportunity for disabled people. Our report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

Accessibility Action Plan
Our Accessibility Plan will be maintained as part of this policy. The checklists in Appendix A and B will be used to inform the action plan.

The main priorities of the Accessibility Plan are for:

- Governors and staff to maintain their awareness of the implications of the Disability Discrimination Act and the Disability and Equality Duty (DED)
- All Teachers to utilise the Equal Opportunities Policy when reviewing all other policies.
- All School Development Plan projects to meet requirements of the Disability Equality Duty
- All teachers, Teaching Assistants and Volunteers to maintain their awareness of the Disability Equality Duty in relation to equality of access to the curriculum, including educational visits and after school activities
- Children's special Educational Needs to be identified, appropriate measures put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their disability
- The SLT to monitor the ongoing achievement of any child identified as needing special intervention because of their Special Educational Needs.
- All staff to maintain their awareness about ensuring the accessibility of the physical environment
- Any new work on buildings and outdoor areas to be fully in line with the DED
- Health and Safety audits to monitor accessibility and medical needs and plans to be put in place to make good any deficiencies.
- All school communications to meet the requirements of the DED
- Fire alarm procedures to be audited in line with the DED
- Parents' and carers' views to be sought in line with the DED

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems. Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In Rose Green Infant School, the provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline

and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in the school's curriculum. This strand of the planning duty helps to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Schools will be expected to plan to improve progressively, access to the curriculum for all disabled pupils, although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans ensure that Rose Green Infant School is planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities. This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognized symbol system or ICT. This information will be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Current Situation

1. Improving the Physical Environment

Access into school is accessible by wheelchair users via the main entrance. All areas within school are accessible by wheelchair users except for the Sky Hub (mobile classroom). There is access to the main playground. There is a disabled toilet installed in the school building that is accessible to community users.

In the event of a request from parents or the LA for a pupil in a wheelchair to attend this school, we would just need to assess how furniture in each room is set out. To assist us in this process we would, of course, work alongside any relevant outside agencies. Each individual child's needs are different and would need to be assessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff. This process would of course be completed in the soonest possible time. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

At this present time, (November 2020), Rose Green Infant School has no children on roll with physical disabilities.

2. Increase the extent to which disabled pupils can participate in school's curriculum.

At this present time, all children at Rose Green Infant School access the full broad and balanced curriculum, which is differentiated to their individual needs.

3. Improving access to information

We have a few pupils who have specific needs which may mean that for them, information might need for example to be presented on specific coloured backgrounds. This can be achieved by using specific coloured paper and interactive whiteboard colour backgrounds to match their requirements. Text size and font can also be adjusted to meet specific visual needs.

Reviewing the Policy

This policy will be reviewed every three years (or when there is a change in law, a person with disabilities joins our school community or the premises change) and any people with disabilities involved with the school will be part of the process. A new action plan will be produced at each review, responding to issues identified through our impact assessments.

Other related School policies:

- Equal Opportunities
- Inclusion
- SEND Information Report
- Learning and Teaching
- Behaviour
- Admissions policy/criteria
- School Improvement plan
- Educational Visits
- Prospectus

Appendix A

					N/A
1	**Equal Opportunities**				
	Does disability equality have a separate strand in the school's Equality Policy?				
	Does the school have a mission statement about promoting disability equality?				
	Has the school set up mechanisms to consult with disabled staff, pupils, parents and disabled members of the local community?				
	Does the school collect data which identifies the performance and outcomes of disabled pupils? Is it broken down by impairment/disability group to reflect barriers?				
2	**Governance**				
	Are all governors aware of their statutory responsibility to promote disability equality and to produce a Disability Equality Scheme?				
	Does the governing body include people who are disabled?				
	Are governors meetings and proceedings accessible?				
	Does the governing body regularly monitor issues concerning disability?				
	Has the governing body consulted with disabled staff, pupils, parents and the local community to impact-assess their policies?				
	Does the school have a School Accessibility Plan? Is it reviewed regularly and available on request?				
3	**Learning and Teaching**				
	Do staff show an awareness of inclusion and is it applied in their planning and teaching?				
	Is discussion time made available during the school day for teachers and their support staff?				
	Do teachers prioritise the essential knowledge they wish pupils to gain from lessons?				
	Do staff use a variety of approaches to suit pupils' diverse learning styles?				
	Do staff consider classroom organisation, layout and the use of support to suit different needs?				
4	**Curriculum (disability issues)**				
	Does the curriculum include disability discrimination awareness?				
	Does the school ensure disability equality is raised in RHE?				
	Do disabled pupils feel comfortable explaining their				

	impairment/disability to their peers, including what prejudices they face and how they wish to be treated?				
	Are disabled adults from local disability organisations encouraged to address pupils?				
	Are the achievements of disabled people displayed in positive ways?				
	Do teachers consider the disability content of different parts of the curriculum and how this will impact on disabled pupils, e.g. negative stereotypes in literature, or arguments about terminating disabled babies in RE or biology?				
5	**Monitoring and Assessment**				
	Are disabled pupils identified in school databases, including access needs?				
	Do staff know the adjustments that different disabled pupils need (e.g. extra time or scribing)?				
	Does a senior member of staff know how to apply for adjustments from the DfE and the range of adjustments available?				
6	**Staff Recruitment and Retention**				
	Does the school take advice from Human Resources with regard to disability equality?				
	Does the school make reasonable adjustments to workplace practices, procedures and the working environment?				
	Is the school flexible in the requirements made in terms of job content, work patterns and location?				
	Does the school design job specifications to focus on what is to be achieved rather than how it is achieved?				
7	**Sickness Monitoring and Leave**				
	Does the school distinguish between time off arising from an underlying impairment/disability rather than general sickness?				
	Does the school allow disabled staff additional time off for treatment for their impairing condition?				
	If staff develop a long-term impairment/disability are reasonable adjustments made (such as alternative duties)?				
	Does the school vary the duties of disabled staff where necessary as a reasonable adjustment?				
8	**Pupil Participation in Decision Making**				
	Does the School Council have disabled representatives?				
	Are disabled pupils given positions of responsibility such as playground buddies or mentors?				
	Are the achievements of disabled pupils celebrated at assemblies?				
	Do disabled pupils have the opportunity to express their views in class forums or discussions?				

	Are disabled pupils encouraged and supported in expressing their views?				
9	**Behaviour**				
	Does the school operate a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour?				
	If a differentiated behaviour policy is in place, do other pupils know why?				
	Does the school train and use peer mentors?				
	Are pupils with behaviour problems able to self-refer for time-out if needed?				
	Are exclusions monitored for disability/impairment on a regular basis?				
	Are strategies such as Circle of Friends and peer mentoring available?				
	Does the school use strategies to help pupils deal with conflict?				
10	**Anti Bullying**				
	Does the school record bullying and name calling aimed at disabled people?				
	Are disabled pupils and adults encouraged to report all such occurrences?				
	Have all pupils received training on equality issues?				
	Are pupils trained/appointed as' bully busters' or 'peer mediators'?				
11	**Educational Visits and Trips**				
	Does the school ensure that all pupils can participate in visits?				
	Are all trips planned well in advance so that risk assessments can be carried out and reasonable adjustments made?				
	Does the school have information about accessible venues?				
	Does the school make available to all staff planning trips the access, medication & personal care needs of pupils on a need-to-know basis?				
12	**School Clubs and the Extended Day**				
	Can disabled pupils attend school clubs or extended day activities?				
	Are disabled pupils' transport needs for the extended day taken into consideration?				
	Are club and extended day activities planned inclusively?				
	Is peer support and collaboration encouraged in these activities?				
	Is participation and achievement emphasised rather than attainment?				

13	**Homework**				
	Is homework accessible to all pupils or suitably differentiated?				
	Does the school encourage peer support and collaborative learning?				
	Is achievement prioritised rather than attainment?				
14	**Health and Safety**				
	Do Health and Safety inspections identify risks for disabled people (e.g. slippery floor coverings, strobe lighting, chemicals, allergens, electric drills at the wrong height for a wheelchair user)?				
	Does the school have emergency evacuation procedures for disabled people?				
	Are risk assessments in place where needed for individual disabled pupils?				
	Are staff suitably trained if they need to carry out procedures such as moving and handling, administration of medicines, personal care or invasive procedures?				
	Are pupil aids and appliances correctly maintained and serviced?				
	Does the school accident reporting system monitor for impairment/disability?				
15	**Medical and Personal Care Needs**				
	Are disabled children and parents consulted about the administration of medicines?				
	Do procedures take full account of the child's dignity and discomfort?				
	Are sufficient staff trained in the necessary procedures?				
	Are all staff aware of what to do in a medical emergency?				
	Are disabled people's medical needs treated confidentially, and shared appropriately on a need-to-know basis, with parental permission?				
	Is medical training provided when necessary on invasive care and administration of medicines?				
	Are risk assessments carried out that are specific to the circumstances of each individual?				
	Does the school encourage disabled pupils to administer their own medicines and undertake procedures wherever possible (e.g. insulin injections)?				
16	**Sex Education**				
	Does the school sex education policy specifically take account of the needs of disabled children?				
	Is the issue of sexual abuse and the right to say 'no' considered for disabled pupils with learning or communication difficulties?				
	Are the parents of disabled children encouraged to allow their child to have sex education and to recognise their developing sexuality?				
	Are pupils encouraged to respect difference and identity?				
	Are sex education materials accessible for all pupils?				

17	**Complaints Procedure**				
	Is the complaints procedure available in a range of formats?				
	Does the school seek to resolve issues raised by parents about their disabled children?				
	Does the school consult with disabled people or outside experts on disability equality to resolve complaints?				
18	**Premises and Lettings**				
	Does the school have an accessibility policy?				
	Are access issues given high priority in capital projects?				
	Does the school lettings policy provide details of accessibility for venues?				
	Does the school lettings policy specify the type of adjustments that the school and other local services can provide?				
	Is information about lettings provided in accessible formats e.g. Easy Read, Audiotape, electronically or pictograms?				
	Are evacuation procedures in place for disabled people?				

Appendix B

IS THE SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?

complete a copy of Appendix B for the main school and any detached blocks - including the temporary classroom, playground, outside areas and field)

NAME OF AREA:

4a GENERAL	**1**	**2**	**3**	**4**	**Comments for school use**
Are pathways and routes logical and well signed? *(both internal & external)*					
Do you have emergency and evacuation procedures to alert ALL pupils?					
Is appropriate furniture & equipment provided to meet the needs of individual pupils?					
Do furniture layouts allow easy movement for pupils with disabilities?					
Are quiet rooms/calming rooms available to children who need this facility?					

4b GETTING TO THE BUILDING	**Yes**	**No**	**N/A**	**Comments for school use**
Are car park spaces reserved for disabled people near the main entrance?				
Are there any barriers to easy movement around the site and to the main entrance?				
Are steps needed for access to the main entrance?				
Do all those steps have a contrasting colour edging?				
If there are steps, is a ramp provided to access the main entrance?				
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				

Is it possible for a wheelchair user to get through the principal door unaided?				
If no, is an alternative wheelchair accessible entrance provided?				

4c INTERNAL FACILITIES	**Yes**	**No**	**N/A**	**Comments for school use**
If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				
Do all internal doors allow a wheelchair user to get through unaided?				
Do all the corridors have a clear unobstructed width of 1.2m?				
Does the block have a wheelchair accessible toilet?				
Does the block have accessible changing rooms/shower facilities?				

4d VERTICAL MOVEMENT					
How many storeys in the block? *Tick appropriate box:* ***a*** *= single storey throughout* ***b*** *= single storey with some split level parts* ***c*** *= single storey with some 2/3 storey parts* ***d*** *= mainly 2 or 3 storey*	**a**	**b**	**c**	**d**	

	Yes	**No**	**N/A**	**Comments for school use**
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?				
Is there a continuous handrail on each internal stair flight and landing?				
Does the block have a lift that can be used by wheelchair users?				
Do you have any other sort of mechanical means provided to move between floors? If yes, please state:				
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				

4e SENSORY IMPAIRMENT	**1**	**2**	**3**	**4**	
Are non-visual guides used to assist people to use the buildings?					
Could any of the décor be confusing or disorientating for pupils with disabilities?					

	Yes	**No**	**N/A**	**Comments for school use**
Is a hearing induction loop available (either fixed or portable) in the school?				
Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				

Accessibility Plan

Rose Green Infant 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

Rose Green Infant 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. Please also refer to our Single Equalities Policy.

The plan will be made available online on our 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.

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.

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 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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*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.*	**Short term:** On a daily basis, all pupils within the school will be able to fully access the school's curriculum and all specific needs will be met for relevant pupils in every lesson. **Medium Term:** High quality provision will mean that any attainment gap between pupils with a disability and their peers will be diminished. **Long term:** For all pupils to have a secure and full understanding of disability. For there to be no significant difference in attainment between pupils with a disability and their peers.	Put in place required / identified adjustments to daily practice. Monitor data after each half term assessment to compare attainment of pupils with a disability against their peers and identify any pupils who require additional support or adjustment. Consider booking a charity such as Just Different to come into school every three years for disability awareness work. Frequent adjustment of provision in response to identification of needs from data reviews and in response to advice from professionals.	Class Teachers Headteacher and governor allocated to monitor this area Headteacher SENDCO, SEND TAs and Class Teachers	Ongoing After each half term assessment July 2021 Ongoing	All pupils will have their needs met in the classroom through the tailoring of resources and provision. There will be close monitoring of attainment of pupils with disabilities and outcomes of monitoring will be used to further improve provision for this focus group. Just Different (or similar charity) will run a disability awareness day in school every other three years. Pupils with a disability will attain in line with their peers.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height* • *Arrangement of furniture in classrooms* • *Signage*	**Short Term:** To ensure the site remains accessible at all times to any pupils, staff or visitors with a disability. **Long Term:** There will be a disabled toilet specifically for pupils rather than sharing the adult toilet.	Annual accessibility review of the site to update action plan as needed and ongoing reviews as part of site overview and management. Continue to request access to LA Capital funding for toilet redevelopment during annual Premises Development Plan meeting with LA Surveyor.	Headteacher, SBM and Premises Officer Headteacher and SBM	July each year for annual review and weekly as part of site walk Annually.	The school site will always be fully accessible to anyone with a disability. There will be a pupils' disabled toilet facility in school.
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Pictorial or symbolic representations* • *Makaton*	**Short Term:** All pupils will be able to access all relevant information.	Adapt resources as identified for relevant pupils.	Class Teachers	Ongoing	Pupils with a disability will be able to access the same information as any other pupil can.

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 Full Governing Body.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication – on website
- Special educational needs and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy

Appendix A: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	This is a one storey building.	We currently have no members of staff who, due to a disability, are unable to access the Sky Hub but if that changed, we would review and put in place a ramp to allow access to this area of the school.	Headteacher	As required if a member of staff joined the school.
Corridor access	All corridors have a clear, unobstructed width of at least 1.2m	Regular monitoring to ensure that corridors are not obstructed at any time to the point that a wheelchair user could not get through. Ensure temporary partial obstructions such as deliveries are removed in a timely manner.	All staff Office staff and premises officer	Ongoing
Parking bays	There are parking areas on site for school staff and two disabled bays at the front of the school. If a disabled visitor required access to the site to park, this would be given.	When notified by a visitor with disability that parking will be required, ensure a bay is kept free through the use of cones.	Premises Officer	As required
Entrances	The main entrance is a door leading into a small reception area with another internal door, which is accessible for wheelchair users to negotiate their entrance.	All visitors to the site cannot access the front door without being buzzed into the site by a member of staff. The staff member will meet them at the door to aid their access e.g. by holding open the doors.	Any member of staff letting in a visitor with a disability	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	There are currently no ramps in the school or in outside areas.	Put a ramp in place if needed to get in and out of a classroom (to the outside areas) or into the Sky Hub, if a person with a disability requiring a wheelchair joined the school and needed to access those areas.	Headteacher	As needed
Toilets	One of the three staff toilets is also a disabled toilet. This has relevant signage. The toilet is sited fairly near to the school's main entrance.	Ensure the access to the toilet is kept clear as it is near to a classroom cloakroom area.	All staff	Ongoing
Reception area	The reception area is a small seating area by the main entrance. There is room for a wheelchair user to wait in this area.	Ensure the reception area is always kept clear of obstructions to allow wheelchair users to wait without obstructing other areas.	All staff	Ongoing
Internal signage	There is good signage throughout the school.	Monitor signage as part of termly workplace inspections, to ensure it remains relevant and is not damaged or missing.	Headteacher and H&S Governor	Termly

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Emergency escape routes	All emergency escape routes are checked daily as part of the premises checks, to ensure they open and are not obstructed.	Continue ongoing checking of emergency escape routes and alert Headteacher and SBM immediately to any issues.	Premises Officer	Ongoing - daily

Policy and Plan written: November 2020

Last reviewed on: NA

Next review due by: November 2023