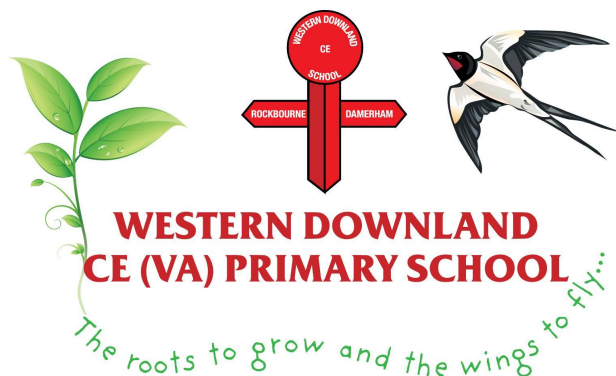


# Accessibility plan

WESTERN DOWNLAND (C.E.) AIDED PRIMARY SCHOOL



<b>Approved by:</b>	Resources Committee	<b>Date:</b> 24 March 2022
<b>Last reviewed on:</b>	24 March 2022	
<b>Next review due by:</b>	March 2025	

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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 values of love, righteousness and fellowship are central to all that we do as a school and incorporated in this we promote equality and inclusion in all that we do.

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. Including partnerships within the Avon Valley Collaboration, Local Authority and diocese.

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.

## 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 auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **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"> <li>● Our school offers a differentiated curriculum to ensure access for all pupils</li> <li>● We use resources/approaches tailored to the needs of pupils who require support to access the curriculum</li> <li>● Curriculum resources include specialised equipment (assistive technology)</li> <li>● Referrals to specialist teachers for disability to ensure accessibility</li> <li>● Curriculum progress is tracked for all pupils, including those with a disability – pupil progress meetings are held with class teachers and SENCO to review progress and discuss next steps.</li> <li>● Effective screening and referral systems are in place</li> <li>● Teacher training and support in place to ensure staff can differentiate and adapt the curriculum accordingly</li> <li>● Targets are set effectively and are appropriate for pupils with additional needs</li> <li>● The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p><b>Short term</b> – Identify how effective the current practice is.</p> <p><b>Medium term</b> – Adjust current practice as required to make it more effective.</p> <p><b>Long term</b> - Disabilities do not prevent access to the curriculum.</p>	<p>Review current practice and its effectiveness.</p> <p>Monitor effectiveness of current practice and any changes made.</p> <p>Continual monitoring of effectiveness of practice.</p>	<p>SENDCO, HT</p> <p>SENDCO, HT</p> <p>SENDCO, HT</p>	<p>Sep 2022</p> <p>Sep 2023</p> <p>Sep 2024</p>	<p>Pupils with a disability perform as well as those without a disability</p>

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>On both sites the teaching is conducted on the ground floor. The Damerham site has a first floor where there is a staff room while the Rockbourne site is a single storey building.</li> <li>All staff at Damerham can access the first-floor staff room if this were to change in the future the location of the staff room and layout of the school would need to be reviewed.</li> <li>The fire assembly point is currently on the field at both sites. If there were pupils with disabilities who were unable to access this, the assembly point would need to be reconsidered. PEEPs are in place to ensure pupils with physical disabilities are safely escorted to the assembly point.</li> <li>The outdoor play and learning areas at the Damerham site are accessible for all, however due to the steep slopes and steps at Rockbourne these areas are not fully accessible for those with a physical disability.</li> <li>There are ramped access routes to both school buildings, the corridors are suitably wide, allowing good access to the classrooms.</li> </ul>	<p><b>Short term –</b> Complete enhancement work to ensure full access is available to all school learning environments.</p> <p><b>Medium and long term –</b> All learning environments are fully accessible.</p>	<p>Review and enhance access to the outdoor learning areas at Rockbourne.</p> <p>Reconsider the fire assembly point to ensure it is accessible to all. Review PEEPs</p> <p>Review and monitor access arrangements</p>	<p>Governors, HT, SENCO</p> <p>Governors, HT, SENCO</p>	<p>Sep 2023</p> <p>Annually</p>	<p>Rockbourne outdoor areas are fully accessible.</p> <p>All learning environments are accessible to all.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>● There is a lift outside the Rockbourne site and disabled parking to ensure access to the front office.</li> <li>● Disabled toilets and changing facilities are available at both sites.</li> <li>● The library shelves are accessible for wheelchair users to access all books.</li> </ul>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Pictorial or symbolic representations</li> <li>● Large print resources</li> <li>● Coloured overlays</li> </ul>	<p>All pupils can readily receive and understand information.</p>	<p>Review pupil disabilities and ensure appropriate methods of delivery are available for all disabilities. Future enhancements to information delivery could include:</p> <ul style="list-style-type: none"> <li>● Large print resources</li> <li>● Braille</li> <li>● Induction loops</li> </ul>	<p>SENDCO, Responsible Governor</p>	<p>Sep 2022</p>	<p>All pupils have access to information in a method that is suitable for their abilities.</p>



## **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 Resources committee.

## **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