



Accessibility plan

Leasingham St Andrews Primary School

Approved by: FGB **Date:** 1st December 2022

Last reviewed on: [Date]

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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, 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice.

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	<p>Explain your school's approach here. Examples:</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 make sure it meets the needs of all pupils 	<p>All children have equity within the school curriculum</p> <p>Appropriate resources are in place for all</p> <p>Quality books and teaching resources reflect all PC</p> <p>Tracking gives indicators of progress made</p> <p>Learning plans embedded and personal</p> <p>Curriculum tailored to the needs of our children</p>	<p>The curriculum monitored access for all</p> <p>Audit and purchase of appropriate resources</p> <p>Materials explicitly support PC</p> <p>SLT/Class teachers</p> <p>SENCO /Class teacher</p> <p>Subject Leaders</p>	<p>School SLT</p> <p>Class teachers and curriculum leads</p> <p>SLT and curriculum leads</p> <p>SLT</p> <p>SENCO</p> <p>SLT</p>	<p>July 2023</p> <p>July 2023</p> <p>Jan 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly review</p>	<p>All children have access to all curriculum areas and activities</p> <p>Equity for all children</p> <p>Staff show awareness and school rich in all PC</p> <p>Children make appropriate progress</p> <p>Learning plans support expected progress</p> <p>The curriculum meets the needs of all</p>

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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 • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>All resources are available to all.</p> <p>All relevant equipment is monitored and updated</p>	<p>Governor Resources Committee /HT to do a termly walk around</p>	<p>Governors/SLT</p>	<p>On going</p>	<p>Access to all resources</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To be able to communicate to all stakeholders</p>	<p>Yearly review of communication through a parent survey</p>	<p>SLT</p>	<p>July 2023</p>	<p>Clear communication to all stakeholders</p>