

Accessibility Plan

Eppleton Academy Primary School



Approved by:	L Jackson (Headteacher) J Rowell (SENDCO)	Date: May 2024 May 2024
Approved by:	Governing Body	Date: To be ratified
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Eppleton Academy Primary School, our ethos and values give the school its strong sense of purpose and direction. We believe that everyone should be valued, respected, nurtured and encouraged to fulfil their potential within a supportive, caring, inclusive environment.

This Accessibility 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, 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<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. 	To ensure that pupils are not discriminated against and are not excluded from participating in curriculum areas because of a short, medium or long term need or disability.	<p>Ensure that liaisons take place between SENCO and outside agencies (eg Occupational Health Service) to ensure equipment meets the needs of children in school as they progress, grow and develop.</p> <p>Formal reviews to be taken annually to assess ongoing or changing needs.</p> <p>Monitoring to take place on an ongoing basis.</p>	Relevant Class Teachers SENCO	Formal assessments annually. Informal monitoring every term	Children of all abilities have access to all relevant areas of the curriculum.

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ➤ Ramps ➤ Disabled parking bays ➤ Disabled toilets and changing facilities ➤ Library shelves at wheelchair-accessible height ➤ Classroom desks at wheelchair-accessible height 	<p>Long term ongoing objective for the duration of individual pupils on role</p>	<p>Assessment for need of ramps</p> <p>Allocation/ maintenance of disabled parking bay.</p> <p>Access to disabled toilets & changing when required</p> <p>Reasonable adaptations to resources such as shelving made, where able.</p> <p>Ensure that classroom desk is maintained at the correct height as pupils grows and moves year group</p>	<p>Classroom Teacher</p> <p>School staff – teaching & non-teaching</p>	<p>Ongoing monitoring</p>	<p>Children of all abilities have access to all relevant areas of the school building/ site, where reasonable adjustments are able to be made.</p>
<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.</p> <p>This includes:</p> <ul style="list-style-type: none"> ➤ Internal signage ➤ Large print resources ➤ Pictorial or symbolic representations ➤ Smartboard or Powerpoint resources on coloured / neutral backgrounds as appropriate 	<p>Ensure that the delivery of information continues to be age and ability appropriate.</p>	<p>Staff to monitor the needs of children and adapt their teaching resources appropriately.</p> <p>All other needs are to be reported to the SENCO, SBM or Site Manager as appropriate.</p>	<p>SENCO</p> <p>All class teachers and teaching staff.</p>	<p>Ongoing monitoring</p>	<p>All pupils have access to information.</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 SENCO, the Headteacher and the governing body.

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
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	Ensure ramps into school are maintained	Site Manager	Daily check
Corridor access	Wide	Ensure corridors are not blocked or narrowed by objects	All Staff	Daily Check
Parking bays	One designated near to school (ramped entrance)	Ensure signage is clear	Site Manager	Annually
Entrances	Automatic door at main entrance. All other areas accessible by ramped access	Ensure ramps into school are maintained	Site Manager	Daily Check
Ramps	Several around school to allow access from playgrounds into main building, playground to playing field and from car park to school	Ensure ramps into school are maintained	Site Manager	Daily Check
Toilets	One disabled toilet in school	Ensure it is used only by specified personnel	All staff	At all times
Emergency escape routes	Well signed throughout school with ramped access and hand rails where appropriate	Specified staff member assigned to each child with disabilities to ensure they are able to leave the building safely in case of an emergency	All staff	At all times