



Accessibility Plan

Full copies of our policies and procedures can be found on our website or are available from the office
www.newburland.leics.sch.uk

Due to be Adopted by the governing body at the meeting held in June 2018 – see minutes

Due for review every 3 years

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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, 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, governors and staff

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. Current pupil needs

The building is accessible to all current pupils. We have recently added an external door to the hall to improve access to the main building from the rear of the school. This access point will need to be ramped for wheel chair access should it be required.

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 body.

5. Links with other policies

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

- Risk Assessment Procedures
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Medication Policy and Management Procedures

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
Ensure 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.	Increase staff knowledge of FAS	CPD	HT	Summer 2018	The particular needs of pupils with FAS are understood by all staff. Families feel well supported Pupils with FAS make good progress
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps Parking support Disabled toilet	Purchase further ramps as needed.				
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: Pictorial or symbolic representations 1-1 support ABA support	Monitor and assess individual needs and individual progress				

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 but stepped access within main building	Purchase portable ramps if required	H/S committee	If needed
Corridor access	Ramped access to main building and corridor. Stepped access from class3, ramped access from class 4, stepped access from the hall	As above		If needed
Parking bays	None: but access is given to the front playground for parking if needed.	No further action		If needed
Entrances	Ramped access to the front of the school/ stepped to rear	Purchase portable ramps if required	H/S committee	If needed
Toilets	No wheel chair access in main building/ disabled toilet in mobile classroom			
Reception area	Accessed by ramp			
Internal signage	Sufficient for current pupils/ families			
Emergency escape routes	PEEP in place for current pupils	Purchase portable ramps if required		