Peterborough Diocese Education Trust

ACHIEVING MORE TOGETHER

Accessibility Plan

Greens Norton CE Primary School

Role	Designated Person
Headteacher	Sue Marsh
Designated Lead	Sue Marsh
Date approved by Academy Governance Committee	May 2022
Date to be reviewed	May 2025

Contents

		Page
1.	Aims	2
2.	Legislation and guidance	2,3
3.	Monitoring arrangements	3
4.	Action Plan	4, 5 and 6

1. Aims

Greens Norton CE Primary 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 school / academy is 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 / academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

(See below for action plan)

This plan will be made available online on the school / academy website, and paper copies are available upon request.

Our school / academy is also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues.

Our Trust'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. This includes 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, 0 to 25 years (2014)* '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 accessibility plan is linked to the following policies and documents:

- Health and Safety Policy

- Equality Information and Objectives
- Special Educational Needs (SEN) Information Report
- Special Educational Needs and Disability (SEND) Policy
- Supporting Pupils with Medical Conditions Policy.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by parents, staff and governors of the school and approved by the Academy Governance Committee.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
• Focus on inclusive high quality teaching	High quality CPD for all teaching staff with a focus on ensuring that pupils with a disability access high quality teaching	Headteacher and Trust CPD coordinator	Ongoing	All pupils, including those with a disability, access consistently high quality teaching
• Tailoring resources to support access to the curriculum.	Assess the needs of the children in each class and provide equipment as needed. E.g. special pencil grips, headphones, writing slopes etc. Take advice from external agencies as needed	SENCo and teachers	As required	Children develop independent learning skills and barriers are removed or minimised for maximum progress
• Access to statutory assessment	Children will be assessed in accordance with regular classroom practice; additional time, rest breaks, use of equipment etc..will be applied in line with the STA (Standards and Testing Agency) guidelines.	Headteacher, SENCo and teachers	Annually	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
• Training for staff linked to specific disabilities • Access to extra curricular activities, visits and trips	SENCo to review the needs of children and provide training for staff as required Class teachers to self-evaluate against criteria for SEND-friendly classrooms	SENCo and teachers and teaching assistants	Ongoing	The needs of children with a disability are met ensuring that they have full access to the curriculum, high quality teaching and a supportive environment

	Ensure venues are vetted for appropriateness (Teachers and EVC) and choices of venues made taking account of pupils' needs Liaise with pupils and parents to ensure that barriers to inclusion in extracurricular activities are identified and overcome	Headteacher, EVC and teachers SENCo	ongoing	All children participate in educational visits, access the full curriculum and take part in extracurricular activities – school organised sports events for example – and after school clubs of their choosing

2. Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
Audit access and any required environmental adaptations for individual pupils and/or parents new to the school with disabilities	SENCo and Headteacher to meet with parents/carers of new pupils with a disability to audit the school environment and identify any adaptations required.	SENCo and Headteacher	Ongoing	New pupils and parents to the school with a disability are able to access the school site easily
Make environmental adaptations to the needs of pupils as required. This includes: • Ramps	SENCo and teachers and parents to bring to Headteachers notice any environmental barriers for pupils, e.g. lighting being too bright, so that adaptations can be considered	SENCo and Headteacher	Ongoing	Environmental adaptations are made where possible to ensure that physical barriers to learning are removed for individual pupils
• Ensure Disabled parking bay is marked clearly and used appropriately	Disabled parking bay is painted regularly and its use monitored. Action taken if required.	Caretaker Headteacher	Biannually Ongoing	Disabled parking is available in the staff carpark at all times
• Disabled toilets and changing facilities	Minor repairs and weed killer applied to track	Caretaker	Ongoing	Access to full school site maintained
• Maintenance of all weather track around field to ensure full access to school grounds	Termly fire drills completed and any difficulties identified and addressed.	Headteacher	Termly	All pupils, staff and visitors exit the building safely in an emergency

• Emergency exits and evacuation procedures	Pupils with a disability that affects mobility have an emergency exit plan drawn up that staff are familiar with. Pupils with sensory difficulties linked to loud noises are known by staff and supported to exit building calmly.	SENCo	As required	

3. Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
Develop the use of a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	Internal signage including emergency exit signs are checked regularly and replaced if needed Pupils with visual or hearing impairment will be assessed and resources adapted as needed. Advice will be sought from external agencies as appropriate. All classrooms will use the same pictorial signs for daily visual timetables to support all children and especially those with a disability through the school	School Business manager and caretaker SENCo SENCo and teachers	Annually – H&S check and ongoing As required ongoing	All internal signage is clear and accessible All pupils can access high quality teaching and make maximum progress in their learning using adapted resources as needed.