

Scalford C of E Primary School

Accessibility Plan



Accessibility Plan

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Reviewed	September 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.

As a school within Learn-AT, we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Our school vision statement; 'Always trying to do our best so that we can shine', reminds us of our commitment to ensuring all in our school are given equal opportunity to learn, thrive and do their best in all areas so that they can shine within our school community.

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, 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 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.

AIM	Area for improvement	Actions	Success Criteria	Led by	Timescale	Progress and impact
Curriculum Access	Staff training to meet the needs of children with disabilities and children with medical conditions.	- Medical needs training annually or as specified by Health Care Professionals: first aid, epipen, diabetes management training specific to individual children e.g. epilepsy, hearing impairment - Rolling programme of CPD for specific areas of need e.g. ADHD, SEMH, SpLD, ASD - Ongoing support throughout the year as needed from SENCO and professionals from outside agencies - Teachers / TAs receive training appropriate to the children in their care including new starters; when children transition to new teacher / TA / learning / intervention support	All staff (teaching, support, lunchtime) are appropriately trained to support the needs of all children Quality First Teaching and reasonable adjustments meet the needs of all children	SENCO Professionals from other agencies School Nurse Team Diabetes Nursing	23-24 24-25 Autism and ADHD training	Whole school CPD delivered by SENCO on quality first teaching 2023-2024 Specific training for diabetes management and a care plan developed alongside this training.
	Teaching and Learning Resources to meet the needs of children with disabilities	- Teaching and learning resources reviewed regularly - Staff/parents/children/ other professionals identify resources as needed - Resources made/purchased as appropriate e.g. coloured overlays; coloured wipe boards; additional high interest/low reading age books, intervention support materials for LWLS, power of 2, toe by toe, power maths. - To improve provision for pupils with literacy difficulties and dyslexia, dyscalculia. Screener tokens up to date, consent sought and time allocated to deliver screeners.	Children have resources which enable them to better access the curriculum, thereby improving outcomes for learning	SENCO Class Teachers Subject Leaders – English Lead Professionals from other agencies – Autism outreach, specialist teaching service	23-24 ongoing	Ongoing purchase of resources, including a bank of dyslexia friendly books, SEMH ELSA support, books and sensory resources, development of the snug as an withdrawal space, coloured overlays, develop outside area in Base 1.
	Provision to meet the needs of children with disabilities/vulnerabilities	- Provision/ intervention/support reviewed and adjusted regularly to meet specific needs - New interventions being explored through LWLS to ensure they are targeted, effective and bespoke to need as part of our cycle of	Specific needs which may create barriers to learning are identified and addressed therefore improving outcomes for learning and well-being.	HT SENCO 1-1 LSAs	23-24 Ongoing	<i>Clear cycle of review for SEND children at least 3 times a year.</i> <i>Monitoring of impact of interventions takes place at least 3 times</i>

		continuous improvement and to address specific needs. - SEND Team to support pupils' identified learning needs and emotional well-being - Transition planning with parents/carers, pre-school providers, professionals from other agencies - Regular learning environment audits to promote 'best practice' and identify need e.g. Dyslexia friendly, sensory audits - Develop school's bank of high impact interventions focusing on LWLS - SEN reviews, medical plan, one page profiles shared with staff and updated regularly.		English Lead Class Teachers Professionals from other agencies	Summer Term transition meetings At least termly Continue from Sep 2020	<i>a year and new interventions researched and impact assessed.</i> <i>Ongoing referral system for ELSA support in school.</i>
Physical Environment	Suitability of inside and outside environments and facilities for children and adults with disabilities	- Due to the nature of the school building transition planning with parents/carers, pre-school providers, professionals from other agencies and pupils as appropriate, to consider e.g. playtime arrangements, access to classrooms, access to the school building, arrangements for walking offsite to the VH, location of toilet facilities, classroom furniture etc. and action any adjustments that are needed - Risk assessments completed/reviewed and updated as appropriate - Action taken/ adjustments made as needed	Adjustments made in advance of transition to ensure safe and appropriate access for children Adjustments made as needed/appropriate to ensure safe access for adults	SENCO HT Professionals from other agencies FGB TRUST premises team	Summer Term each year As children join school during the academic year	
	Termly audits by Health and Safety Committee to identify issues/damage/wear and tear	Access for all school users including those with disabilities, is safe	Access for all school users including those with disabilities, is safe	Head Teacher Health and Safety Governor	Yearly Ongoing	<i>This is ongoing</i>

	All staff report any concerns to Premises Officer			Premises Officer Premises team at the trust		
Delivery of information	Access to written information and online information pupils, parents and visitors.	- Identify range of formats for written information as and when required to meet individual need - Confidential discussions/questionnaires for parents/carers to ascertain any access needs regarding written information - Staff and Governor vacancies include reference to welcoming applications from disabled candidates - Website regularly updated	Information is available in an appropriately accessible format e.g. large print, braille, other language, text messaging, telephone support Reasonable and appropriate measures taken to attract suitable disabled candidates	Office staff Head teacher SENCO	As required	
	School records for children with disabilities/additional needs	- Registration forms for new children document any additional needs/disabilities - SEN reviews shared with staff. - One Page Profiles updated annually and as needed during the year - End of year meetings between current and receiving class teachers - Children first at the beginning of every staff meeting - Morning briefing to ensure all staff know about changes to need and any adjustments.	All staff informed of additional needs/disabilities of children they support and any adjustments that need to be made are actioned	TA's HT Class teachers SENCO	Records reviewed annually and as needed during the year	Ongoing review of records takes place
Fostering Good Relation	To include parents in shaping the policy around access for those with disabilities.	To establish a parents forum for so that parents can contribute to and shape the school SEN information report and equalities targets.	That the information report is written collaboratively with all stake holders.	SENCO HT	24-25	

4. 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 the SENDCo and Headteacher.

It will be approved by the governing body.

5. Links with other policies

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

- 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
- Inclusion Policy
- School Improvement Plan
- School Prospectus