

Abbey Primary School



Accessibility plan

Approved by:	A Stirling-Williams	Date: November 7 th 2022
Last reviewed on:	November 2018	
Next review due by:	November 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.

We aim to create an environment with high expectations and high-quality provision that removes barriers to learning and meets the needs of all pupils, regardless of their abilities. All pupils have an equal entitlement to a broad, balanced, relevant and differentiated curriculum and to equality of opportunity within it. We aim to identify SEND as early as possible and to meet those needs quickly and appropriately. Every teacher is a teacher of every child including those with SEND. 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.

The Willow Learning Trust is committed to equal opportunity and values diversity and inclusion. We will challenge prejudice and intolerance and seek to eliminate discrimination. The promotion of equality of opportunity is in the best interests of our staff, students and the wider community, and is also in the best interest of the Trust, so that we recruit and develop the best people for our jobs and benefit from the diversity it brings.

The Willow Learning Trust recognizes that many people in our society experience discrimination. Discrimination is acting unfairly against a group or individual and can be direct or indirect. All forms of discrimination are unacceptable, regardless of whether there was any intention to discriminate or not.

We are aware of and comply with the 2010 Equalities Act and our duties under the Public Sector Equality Duty and recognise that they support good decision-making. In accordance with the Equalities Act and Equality Duty, the Willow Learning Trust will strive to ensure that it considers the needs of all individuals and avoids discrimination in shaping our policies, delivering our services and in relation to our employees. By understanding the effect of our policies and actions on different people and how inclusive services can give everyone opportunities, we are able to ensure our services are efficient and effective.

The Willow Learning Trust aims to create a culture that respects and values each other's differences, that promotes dignity, equality, diversity and inclusion and full participation in the life of the school, and that enables and encourages individuals to develop and maximise their true potential. 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.

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. The Accessibility Plan is structured to complement and support the school's single Equalities Policy and the SEN Policy, both of which can be accessed via our website.

Abbey Primary is committed to providing an environment that enables full curriculum access that values and includes all stakeholders, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness within the school.

OBJECTIVE: To increase the extent to which disabled pupils can access the school curriculum (curriculum)	TIMEFRAME
To ensure that Special Educational Need (SEN) Support Plans are reviewed on a termly basis for pupils with SEN and disability	Termly
To ensure all pupils with medical needs have a care plan which enables them to access the curriculum as fully as possible and that this care plan is updated at least annually	Annually
To ensure that a Local Authority Educational Psychologist is allocated to the school each year and is available for referrals to support pupils with SEN and disability	Annually
To deliver a range of timely interventions to support pupils with dyslexia, dyscalculia and those with low prior attainment	As required
To maintain a robust pastoral support system for pupils with social, emotional and mental health needs to enable them to access the curriculum	As required
To ensure visual timetables are up and used in each class	Annually
To ensure there is the appropriate computer/assistive technology available to pupils with SEN/D	Annually
To increase training available for staff about SEN, disabilities and the appropriate teaching and learning strategies through CPD /Edu Care	Termly
To ensure accessibility for all pupils on school trips and residential	In advance of school trips.

OBJECTIVE: To Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. (building)	TIMEFRAME
To ensure the Reception area is accessible for wheelchair users	Ongoing To ensure there is clear signage on entry to the school
To maintain the disabled toilets	Termly
To ensure that all corridors are wide enough to accommodate a wheel chair (1700mm)	Termly
To allocate 1 disabled parking bay in the car park and ensure its proper use	Assessed annually
To ensure there are suitable refuge areas on each floor of the building for wheelchair users to access in case of fire	Part of cif bid
To ensure classrooms are optimally organized for accessibility and health and safety	Termly

OBJECTIVE: To improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.	TIMEFRAME
To ensure the school newsletters are available in a larger font and size if there are parents who are visually impaired.	Weekly if necessary
To review the format and font of the website to ensure that it is easily navigable for users with visual impairments or reading difficulties	On going
To provide where necessary: coloured overlays, left-handed pencils, writing slopes, lap-tops, wobble cushions, fidget toys, weighted lap mats and weighted wrist toys, theraputty	As and when needed
To ensure that readers and scribes are available for National Tests	Yes
To ensure that pupils with learning difficulties have access to extra support from staff to help them access the curriculum	On going

4. Monitoring arrangements

This document will be reviewed every **3** years, but it may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing board.

It will be approved by the Governing board.

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
- Supporting pupils with medical conditions policy