



Askwith Primary School

Accessibility Plan 2021-2024



Approved by: [Elaine Nayer **Date:** 21.02.21

Last reviewed on: February 2021

Next review due by: February 2023

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6

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

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

Askwith 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.

At Askwith School, we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and we treat one another with respect. Askwith Primary School provides pupils with the opportunity to experience, understand and value diversity.

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request. Askwith Primary 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. We work closely with the school's pupil family groups to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

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	CURRENT GOOD PRACTICE (including established practice, and practice under development)	OBJECTIVES	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 children • We use resources tailored to the needs of children who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all children, including those with a disability • Targets are set effectively and are appropriate for children with additional needs • The curriculum is regularly reviewed to ensure it meets the needs of all Children 	All children to know more, remember more and do more regardless of any additional needs	<p>Review the curriculum re: 9 cognitive science principles</p> <p>End points identified for all children</p>	SLT	Ongoing	All cognitive science principles fully embedded across all areas of the curriculum. All children meet relevant endpoints
		Staff are fully trained to support all children	<p>Programme of training and cascading expertise developed (particular focus on speech and language)</p>	SENDCo	Ongoing	All staff deliver necessary support and interventions across all year groups
		Smooth transitions of all children with SEND (within school and to secondary school)	<p>Detailed transitions notes and meetings held with new teacher/SENDCo at new school</p>	SENDCo All staff	Ongoing	All children feel safe and secure and make good progress in new classroom/school

AIM	CURRENT GOOD PRACTICE (including established practice, and practice under development)	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Disabled access • Disabled toilet installed • Blinds in all classrooms to assist children with visual disturbance/ visually impaired children • Fire assembly signage in place 	All corridors and doorways are fully accessible	Create an agreed plan to ensure that children's coats/bags are not blocking access	All staff	March 2021	Corridors and doorways will be clear
Improve the access of information	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources on request • Braille on signage • Dyslexia friendly cream paper given to children • Dyslexia friendly cream paper used for all correspondence to parents • Accessibility statement on website 	Written materials can be provided in alternative formats on request	Review possibility of documents being converted to different formats	SENDCo	July 2021	Access for all users

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 and the headteacher.

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 and local offer
- SEND policy
- Educational Visits policy
- Behaviour policy
- Supporting pupils with medical conditions policy