

Waterwells Primary Academy **Accessibility Plan**

Accessibility Policy, Audit and Plan

Document:	Accessibility Policy, Audit & Plan
Document ID:	1-010
Legality:	Statutory
Review Frequency:	3 Yearly
Approval Committee:	Audit & Risk
Approved Date:	31/10/2022
Next Review Date:	31/10/2025

Document History:

Date	Author	Summary of Changes	Version
1/10/22	Kim Hoodless	Creation of master document for schools to adapt and complete.	1.0

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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 purpose of this plan is to show how The Phoenix Learning Alliance intends, over time, to increase the accessibility of our school for disabled pupils. The Phoenix Learning Alliance is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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, staff and Trustees 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](#), '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. 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 Board of Trustees.

The accessibility audit and action plan are school specific.

4. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) policy and information report
- First Aid policy including supporting pupils with medical conditions.

Appendix 1: Accessibility audit for [School Name] Primary Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Appendix 2: Action Plan for [School Name] Primary Academy

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	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers an adaptive curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	To ensure all staff are fully aware of the needs of all pupils who have an EHCP or are accessing SEND support		
	Regular parent group, termly parent forum, Class Dojo, half termly newsletter, open afternoons.	Curriculum resources include examples of people with special educational needs and disabilities.		
	Parents have access to our school offer on the school website. Parents can contact SENCOs at any time.	To review the attainment of pupils with SEND regularly through whole school tracking systems.		
	Parents meet regularly with SENCOs to access further support and advice.	Adaptations to the curriculum to meet the needs of individual learners.		
		Effective use of resources & specialised equipment to increase access to		

		the curriculum for all pupils		
		All out-of-school and extracurricular activities are accessible and planned to ensure the participation of the whole range of pupils		
		Training for staff on increasing access to the curriculum for all pupils (including medical needs)		
		Review deployment of Teaching Partners		
		Pupil voice		
		Ensure all children can take part equally in whole school events, break time, lunchtime and after-school activities		
Improve and maintain access to the	We are a new build so accessibility is very good, facilities, both inside and outside. We currently have 3 accessible toilets (main	Fire and emergency evacuation procedures to be in place for those with additional needs.		

physical environment	<p>corridor, by school office and in Thrive room). In the car park, we have disabled parking bays next to the main doors of the school. All doorways and corridors are fully accessible for anyone in a wheelchair.</p> <p>When specific needs are known, we can review provisions and adapt to the needs of pupils as required.</p> <p>Internal directional signs/ Access to school office</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) has a physical impairment.</p> <p>Disabled members of staff and visitors have a place to park in the staff car park.</p>	To ensure classroom environments meet the needs of pupils		
		Internal doors		
		Seating and furniture		
		Access needs on school site ('access' meaning 'access to' and 'access from')		
		Maintain safety for visually impaired people		

<p>Improve the delivery of information to pupils with a disability</p>	<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 • Pictorial or symbolic representations (Widgit) • Assistive technology • Staff are welcoming and happy to invite parents and visitors into the school in relation to SEND • Leaflets/posters are available in the office area to signpost to local support networks. <p>Signage around the school to support all children, particularly SLCN/EAL</p> <p>Widgit symbols are used to create door signs to inform pupils, new staff, visitors of the particular use for the room e.g. toilets.</p>	<p>Availability of written material in alternative formats (for parents/carers)</p>		
		<p>Availability of written material in alternative formats (for children)</p>		