

ACCESSIBILITY PLAN

Approved by the Governing Body on (date):	15 th June 2022
Signed (Headteacher):	
Signed (Chair of Governors):	Arjun Medhi
Signed (Link Governor):	Loesje Macrory
Next Review Date (term/year):	Summer 2025 (every 3 years)

Contents

1. Aims	2
2. Legislation and guidance.....	3
3. Action plan.....	4
4. Monitoring arrangements.....	7
5. Links with other policies	7

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

At Edmund Waller Primary School we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, ethnicity, culture, religion, social class, disability or special educational need. Children and adults should expect to be treated fairly and have the same entitlement as every other child or person.

At Edmund Waller Primary School equality and diversity are central to everything we do. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school aims to treat all its pupils fairly and with respect. We are aware of our duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The purpose of the accessibility plan is to fulfil all of the above. Edmund Waller Primary is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We also challenge negative attitudes about disability and accessibility and promote 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.

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. B

- 1) Improving education and related activities: The school will seek and follow the advice of the LA services such as specialist teachers, advisers and outreach departments and appropriate professionals from the local NHS.
- 2) Improving the physical environment: The school will take account all reasonable changes to be able to support the needs of pupils and visitors with physical and sensory impairments when planning and undertaking future improvements and refurbishments of the site.
- 3) Improving the provision of information: The school will make itself aware of local services, including those provided through the LA, for help in providing information in alternative formats when required or requested

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.

Responsibilities:

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

Publication:

This policy will be published on the school website.

Monitoring and evaluating:

This policy will be monitored as part of the schools' Monitoring and evaluation programme.

Inclusion and equality statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children.

We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work.

3. Action plan

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

What we have achieved :	Strategies	Responsibility	Success Criteria	Time Frame
Accessibility Plan is an annual agenda item at Edmund Waller Governing Body	Clerk to Governors adds to list for Governing Body meetings. Plan is shared and discussed	Governors and SLT	Adherence to legislation	Annually
Staff are trained to have an awareness of disabilities.	We provide training for members of the school community as appropriate	SLT	Whole school community aware of how to support stakeholders with disabilities to ensure equal access	Ongoing
We ensure that all policies consider the implications of disability access.	Governors to consider in the reviewing of all policies.	Governing Body	Policies reflect current legislation and ensure equality.	Ongoing
We maintain and develop accessibility of the building.	PEEPs for individual pupils maintained and up to date. All plans for new works to include accessibility.	Governing Body/SLT	All staff working with children who have PEEPs are made aware, and have a copy, of these. All plans for new works to include accessibility.	Ongoing
We ensure that the corridors are kept clear to enable all to access the classrooms.	Keep corridors tidy and clear including after school. Class monitors identified to ensure all is tidy after break times.	After school manager, premises manager.	Corridors are kept clear and tidy to allow all to have access to classrooms.	Daily

We ensure a disabled toilet is accessible.	Identified disabled toilet in each building.	Premises manager	Toilets are available to all	Daily
We have enabled wheelchair access. The main building is 3 floors however there is lift access.	We can provide access for wheelchair users. As long as we are notified in advance we would allocate a parking space. Each case considered individually.	Premises manager	Enabling needs to be met where possible. Arrangements in place to support all stakeholders. Parking space identified.	Ongoing as and when required.
Curriculum Access				
We continue to train staff to enable them to meet the needs of children with a range of SEND.	We continue to train staff to enable them to meet the needs of children for staff in line with requirement.	Training is continuously organized and delivered to staff in meeting SEND needs.	Inclusion Team	Ongoing
We ensure that we meet the needs of individuals during KS2 SATs tests.	Children are assessed, in accordance with regular classroom practice and additional time, use of a reader or a scribe will be applied for as required.	Year 6 teachers and SENDCo	Barriers to learning will be reduced or removed, so enabling children to succeed.	Annually

Increase access to the curriculum for pupils with a disability	<p>We offer a differentiated curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>We provide resources to help pupils who require support to access the curriculum</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	Inclusion Team and SLT	Barriers to learning will be reduced or removed, so enabling children to succeed.	Ongoing
Targets	Areas	Strategies	Timescale/responsibility	Success criteria
To ensure that all parents/carers who require support in case of an evacuation have a PEEP	Fire exits from the buildings.	All parents/ carers who need support to contact the school to request a PEEP	A rolling programme	Parents to have equal access to productions
To continue to improve access to the school	Discuss with premises manager	Health and Safety site visits/checks	Regular health and safety visits from external consultant	Areas that require improvement are met

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 Headteacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equal Opportunities Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy