



**Abbey Hey Primary Academy**  
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Part of United Learning

# ACCESSIBILITY PLAN

<b>Policy Start Date</b>	<b>November 2020</b>
<b>Policy Review Date</b>	<b>November 2023</b>
<b>Policy reviewed</b>	<b>February 2024</b>
<b>Policy review date</b>	<b>February 2027</b>
<b>Policy Ratification Date</b>	
<b>Author</b>	<b>Tracey Short</b>

## 1. VISION AND VALUES

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

## 2. 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 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 SLT, the SENCO, School Business Manager and site supervisors.

### **3. 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.

#### 4. ACTION PLAN

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

AIM	CURRENT GOOD PRACTICE	ACTION TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Include established practice and practice under development</p>			
	<p>Our school curriculum is adapted so that it is accessible for all pupils</p>	<p>Curriculum monitored regularly to ensure it is accessible for all learners.</p>	<p>Curriculum leads</p>	<p>Ongoing</p>
	<p>We use resources tailored to the needs of pupils who require support to access the curriculum</p>	<p>SEND pupil progress meetings to identify pupils not making progress</p>	<p>SENDCo</p>	<p>Ongoing</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability</p>	<p>Regular meetings with class teacher and SENDCo to ensure all agency advice is in place for SEND pupils</p>	<p>SENDCo Class teachers</p>	<p>Ongoing</p>
	<p>SEN Toolkit/Cherry Tree Branches are used for pupils with Complex Needs to ensure progress can be measured effectively</p>	<p>Pastoral support, timetable adaptations</p>	<p>SENDCo</p>	<p>Ongoing</p>
	<p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>Individual physiotherapy/OT programmes</p>	<p>Physio/OT</p>	<p>Ongoing</p>
	<p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>Speech and language therapy programmes</p>	<p>Speech therapist</p>	<p>Ongoing</p>
	<p>The curriculum is reviewed to</p>	<p>Use of access arrangements</p>	<p>SENDCo</p>	<p>March 2024 and</p>

	ensure it meets the needs of all pupils	for assessment/National tests		ongoing
<b>Improve and maintain access to the physical environment</b>	The environment is adapted to the needs of pupils as required.	Ensure all changes in surface are marked with yellow paint/tape	Site manager	Summer 2024
	This includes:	Ensure corridors are accessible for wheelchair users and furniture is not in the way	Site manager	Summer 2024
	<ul style="list-style-type: none"> <li>● Ramps</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> </ul>	Full risk assessment for children in school with physical difficulties.	SENDCo	Yearly
	<ul style="list-style-type: none"> <li>● Shelves and coat pegs at wheelchair-accessible heights</li> </ul>	PEEPs (Personal Evacuation Plans in place and up to date)	SENDCo	Yearly
	<ul style="list-style-type: none"> <li>● Fencing and gates</li> <li>● Evacuation chairs</li> <li>● Pedestrian road safety</li> <li>● Improved fire routes and fire safety</li> </ul>	Ramps to be provided for classes as and when needed	Site manager	Ongoing
	<ul style="list-style-type: none"> <li>● specialist equipment</li> </ul>	Ensure that pathways are kept clear of vegetation	Site manager	Ongoing

	<p>purchased in line with pupils' needs</p> <p>Reasonable adjustments are made for pupils with physical needs and classroom choice is considered in line with their physical needs</p>			
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Large print resources to be used when needed</p> <p>Pictorial displays for fire evacuation to be used</p> <p>Alternative methods to be used for gathering pupil voice</p>	<p>SENDCo Class teachers</p> <p>SENDCo Site manager</p> <p>SENDCo</p>	<p>Ongoing</p> <p>September 2024</p> <p>Ongoing</p>

## **5. MONITORING ARRANGEMENTS**

This document will be reviewed every 3 years.

It will be approved by the Governing body.

## **6. 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
- Special educational needs policy
- Supporting pupils with medical conditions policy