

Aldington Primary School



Accessibility Plan

Approved by: Governors

Date: October 2023

Last reviewed on: October 2023

Next review due by: October 2026

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
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

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: 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 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. Action plan

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	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure all school trips are undertaken with 'accessibility for all' in mind.</p> <p>Develop consistent approach to differentiation & alternative recording in school.</p> <p>Ensure all out of school provisions are compliant with legislation.</p>	<p>Develop guidance for staff on making trips accessible by making reasonable adjustments.</p> <p>When reviewing Inclusion / SEN policy consult on good practice guidance.</p> <p>Review the needs of children and provide training for staff as needed and share good practice.</p> <p>Review out of school provision to ensure compliance with legislation.</p>	<p>Off-site visits coordinator</p> <p>Inclusion manager</p> <p>Inclusion manager</p> <p>Headteacher</p>	<p>Oct 2023</p> <p>Oct 2023</p> <p>Oct 2023</p> <p>Ongoing</p>	<p>Children able to access trips if reasonable adjustments have been undertaken.</p> <p>All staff confident & consistent in range of differentiation strategies and use of alternative recording.</p> <p>All providers confident & consistent with legislation to ensure that the needs of all children are met.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Disabled parking bays • Library shelves at wheelchair accessible height • Visual contrasting 	<p>All building work carried out following available accessibility guidance</p> <p>Walkways around school are kept clear of hazards, signs guide visitors, pupils and parents to where they need to be.</p> <p>Liaise with external professions to incorporate strategies and support within classrooms and around school with pupils who require specific equipment and adaptations</p> <p>To improve access for Visually Impaired people.</p> <p>To improve playground resources and opportunities for all pupils at breaktimes.</p>	<p>Follow guidance from LA via KELSI or county advisors</p> <p>In refurbishment programmes incorporate appropriate colour schemes to benefit pupils, staff, governors and visitors with visual impairments.</p> <p>Replace external light bulbs immediately when 'blown'</p> <p>School Council discussion to review activities available at playtime</p>	<p>Head teacher/contractors</p> <p>Inclusion Manager / Class teacher</p> <p>Caretaker</p> <p>School council lead</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>On-going improvements in access to all areas when undertaking routine & maintenance work.</p> <p>Improve accessibility for people with Visual Impairment.</p> <p>Visually impaired people feel safe in grounds</p> <p>The school looks well cared for and smart</p> <p>All pupils have equal access to a broad and balanced curriculum</p> <p>All pupils enjoy playtimes and socialize well</p>
<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 • Large print resources • Braille • Pictorial or symbolic representations 	<p>Review information to parents/carers to ensure it is accessible.</p> <p>Review the support offered to children dependent on their individual levels of communicative needs.</p> <p>Social stories to be used as necessary to aid children's transitions and as required at other times</p>	<p>Ask parents/carers about access needs when child is admitted to school</p> <p>Review all letters home to check reading age/Plain English.</p> <p>Produce newsletter in appropriate/necessary alternative formats</p>	<p>Headteacher / Class teachers / Inclusion Manager</p>	<p>Annually and on-going</p>	<p>Parents are provided with information in a range of ways written, verbal, etc.</p> <p>All parents/carers are able to engage with their child's learning</p> <p>Pupils supported in their language development.</p> <p>Pupils supported during times of change</p>

		Ensure that parents who are unable to attend school because of a disability, can access parents' evenings.	Parents' evenings to be offered by phone or written report. Embed the use of SeeSaw and Tapestry as effective ways of sharing pupils' learning Audit of signage around the school			Staff prepare high quality visuals Parents are informed of child's progress Signage around the school is clear
--	--	--	---	--	--	--

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.

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