

Aycliffe Community Primary School



A WHOLE SCHOOL POLICY FOR ACCESSIBILITY PLAN

Signed:

Date: July 2022

Chair of Governors

Next Review Date:

Make a Difference Make a Difference Make a Difference Make a Difference

1. Aims and Objectives

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.

Aycliffe Community Primary School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Pupils and the school community learn about children's rights by putting them into practice every day.

Objectives

Enable access to quality first teaching for all pupils

- School Improvement Planning focused on the development of learning
- Increasing staff knowledge of inclusive practice
- Staff thinking through the eyes of the child when planning

Reduce disadvantage due to different access to digital devices at home

- Review allocation of Pupil Premium funding
- Supporting families to access digital devices and broadband

Increase pupil participation in the schools extended day

- Sports strategy
- Subsidised Breakfast Club

Support parents to be active partners in their child's education

- Building of relationships between school and home
- Information sharing

Ensure the unique the contribution of all members of the school community is valued

- Identifying and celebrating all members contribution

Support all members of the school community to grow in hope and resilience

- Rights Respecting School
- School Improvement Planning
- Wellbeing and mental health training and support

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.

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	OBJECTIVES	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 make sure it meets the needs of all pupils</p> <p>RRSA at Gold Level</p>	Complete Inclusion project (LLSE – Samphire Learning Hub)	On-going training / peer review / workshops for improvement	All staff	End of 2023	The school has maximised its effectiveness in supporting successful transition within and beyond school for all pupils.

<p>Improve and maintain access to the physical environment</p> <p>Access to the school can be challenging because it is located at the top of a steep hill. The steep incline continues at the pedestrian and vehicular access and this can be precarious during periods of adverse weather.</p> <p>Once on site, the school is all on one level with no stairs or dramatic changes in floor level.</p> <p>There are a few areas which would be inaccessible to wheelchair users. Particularly between classes 5 and 6.</p>	<p>The school subscribes to a professional gritting service in order to keep the driveway accessible to valid blue badge holders. This is supplemented by staff monitoring and gritting as necessary all areas of pedestrian access.</p> <p>There is a specified disabled parking space and all other vehicle movement is managed.</p> <p>Corridors' width can accommodate wheelchairs Disabled parking bay provided. Disabled toilet and changing facilities are provided.</p> <p>The school currently has no pupils or staff that need to use mobility aids, but PEEPS are produced and reviewed regularly. Risk assessments are also reviewed regularly and any needs actioned.</p> <p>The grounds are fully accessible to anyone with a physical disability.</p>	<p>Install electronically operated gates which would ease access.</p> <p>Level the woodland area to maximise inclusion for any future wheelchair users.</p>	<p>There is little that can be done about the terrain, but it has been part of the schools building improvement plans for some time, to install electrically operated gates, controlled remotely from the office.</p> <p>This is an expensive project which the current budget cannot support. Nevertheless, it remains an objective as part of a three-year plan.</p> <p>The 'forest school' area incorporates a pond and fire pit. The school has made considerable efforts to level out and improve access to this area. However, it would still be challenging to anyone with mobility issues.</p>	<p>Headteacher/finance officer/site manager</p>	<p>2024</p>	<p>Maximised access to the vehicular entrance to the school and to the woodland area.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Cued articulation • Large print resources • Pictorial or symbolic representations/Clicker 8 /communicating print 	<p>Further CPD for staff in cued articulation</p>	<p>Seek opportunities for CPD</p>	<p>Headteacher/SENCO</p>	<p>Term 1 2022/2023</p>	<p>Effective forms of communication other than speech.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the governing body.

5. Links with other policies

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

- Risk assessments
- 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