



Upper Arley C of E Primary School

Accessibility Plan

2022-2025

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Statement of intent

This plan outlines how Upper Arley C of E Primary School aims to increase access to education for pupils with disabilities by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information and communication technology).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of the facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after consultation with the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can overcome any barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the governing board as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, and ensuring that this is reflected in their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities are on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils are on an equal basis with their peers in the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities are on an equal basis with their peers in accessing information with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures is affected
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and needs. The actions that will be undertaken are detailed in the following sections of this document.

Aim	Recommendations	Actions to be taken	Person Responsible	Date completed
Improving Physical Access				
Disabled toilet	Clear obstructions	Ensure corridors and toilet area remains clear of obstructions	HT	Sept 2023
Corridors	Clear obstructions	Ensure pupils hang coats, jumpers and PE kits on pegs	All staff	Ongoing
Ensure school are aware of any access needs	Annual reminder	Send a reminder to parents/carers to let us know if they have any problems with access to areas of the school.	Office manager	Ongoing
Ensure all disabled people can be safely evacuated	Produce personal emergency evacuation plans for all disabled stakeholders	Write a personal emergency evacuation plan for any stakeholders with a disability. Ensure all staff are aware of the plan.	Staff	Ongoing

Improving Curriculum Access

<p>Differentiation in teaching</p>	<p>SLT to monitor quality of differentiation and provision for SEND pupils</p> <p>Track pupils with SEND</p>	<p>Development Cycles termly include the scrutiny of pupils with SEND and their achievements</p> <p>Targets set are appropriate for individuals needs</p> <p>Support from agencies sought and recommendations implemented/embedded within the classroom environment.</p>	<p>HT/Inclusion Lead</p>	<p>Termly</p>
<p>Interventions</p>	<p>Inclusion lead to audit current interventions and impact on achievement</p>	<p>Provision mapping to be used across all year groups.</p> <p>Development cycle termly includes the scrutiny of interventions and impact</p>	<p>Inclusion Lead</p>	<p>Termly</p>
<p>Classrooms are organised to promote the participation and independence of all pupils</p>	<p>Audit to be carried out</p>	<p>Phase review to be completed to ensure that lessons are planned to meet the needs of all pupils in class</p> <p>That resources are available for children who require them</p>	<p>SLT</p>	<p>Ongoing</p>

Staff training in the productions and implementation of IPMs and monitoring systems	Inclusion lead to training	Train staff on writing IPMs Monitor IPMs and impact	Inclusion Lead	Annual
Staff training in supporting pupils with SEND	Training to focus on key areas identified within school	Train staff on identified areas	Inclusion Lead	Ongoing through training schedule
Curriculum	Review the curriculum	Ensure the curriculum meets the needs of the pupils and resources include examples of people with disabilities Develop links with other schools Ensure PE curriculum is adapted for individual needs	SLT	Annual

Improve the delivery of information				
Availability of written material in alternative formats when specifically requested	Different formats available if required	Ensure school is aware of services available for converting written information into alternative formats	Admin staff	Ongoing
Review documentation on website to check accessibility for parents with English as an additional language	Ensure accessibility for parents with EAL	Parents to be provided with different formats when requested.	Admin staff	Ongoing

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to staff members and relevant stakeholders.