



Bhylls Acre Primary School

Accessibility Policy

Policy agreed by staff: September 2022

Policy agreed by Governors: September 2022

Policy to be reviewed: September 2025

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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, 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 include as appropriate: 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.

3. Action plan

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

IM	CURRENT GOOD PRACTICE	TARGET	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school approach is as follows:</p> <ul style="list-style-type: none"> We offer a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs 	All school visits and trips to be accessible to all pupils	<p>Ensure venues and means of transport are vetted for suitability.</p> <p>Meetings held with parents/carers to explain support measure that will be put in place.</p>	Education Visits Coordinator (EVC)	Ongoing throughout the year	All pupils are able to access all school trips and take part in a range of activities
		Ensure disabled children can take part equally in lunchtime and after school activities	<p>Staff who run extra-curricular clubs are made aware of any children who have additional needs.</p> <p>Ensure there is a way of getting children with mobility issues to where sports clubs take place.</p>	HT	Ongoing and when there are changes to cohorts	Disabled children feel able to participate equally in and out of school activities
		Review the needs of pupils as and when necessary	If a child with a disability is admitted into school, liaise with specialist services provided by LA, therapists, specialist teacher service.	SENCO	Ongoing throughout the year	Pupils' needs are being met
		School policies to include statements to ensure the needs of disabled learners are being met	Policies to be reviewed by subject leaders to ensure provision/approached are identified	Subject Leaders	Ongoing throughout the year	Provision meets the needs of the pupils
		Classrooms and other learning spaces are organised to promote the participation and independence of all pupils	Visual timetables. Review and implement a preferred layout of furniture and equipment to support the learning process in classrooms.	SENCO	Annual basis and ongoing throughout the year	Provision meets the needs of the pupils

IM	CURRENT GOOD PRACTICE	TARGET	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
		Training and awareness raising of disability for staff, governors, parents and pupils	Asthma/allergy training delivered annually SENCO delivers regular updates on SEND	HT	September update and then ongoing throughout the year	Staff are up to date with training
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Door exits level with outside ground • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To ensure the access needs of disabled children, staff, governors and parents/carers are met.	Ensure the school staff and governors are made aware of access issues (access to and from) Create access plans for individual disabled children as part of the SEND process Ensure staff and governors can access areas of school used for meetings Annual reminder to parents/cares through the newsletter to let school know if they have problems with access to area of school Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	HT	Ongoing throughout the year	School is aware of the access needs of the disabled children, staff, governors and parents/carers

IM	CURRENT GOOD PRACTICE	TARGET	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<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 • Induction loops • Pictorial or symbolic representations 	To ensure all signage around school is clear and accessible to all	<p>Audit signage around school to ensure that it is accessible to all</p> <p>Raise awareness of font size and page layouts to support children with visual impairment</p>	Assistant HT	Every September	All signage is clear enabling key information to be given appropriately
		To ensure all documentation is accessible to all pupils including visually impaired pupils	Review all documentation to ensure visually impaired pupils can easily access	Assistant HT	January 2023	All documentation adapted enabling pupils with visual impairment to easily access
		To ensure documentation on the school website is accessible to all	Provide information in a range of formats, including website access	HT	January 2023	Documentation on the school website is accessible to all

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 board.

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