



Accessibility Policy and Plan

Version	Date	Amended by	Comments	Approved	Review Date
V2	May 24	J McLellan & K Dawson	Formatting changes. Inclusion of consideration of employees with disabilities, roles and responsibilities, accessibility audit. Action plan updated.	FGB	May 25
V3	Sept 24	MD	Changed roles and names		

SOUTHROP C OF E PRIMARY SCHOOL ACCESSIBILITY PLAN

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Statement of intent

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 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 education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 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 carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

At Southrop C of E Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, neurodiversity, faith or religion or socio-economic background. We aim to develop a culture of inclusion, adaptation and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Southrop C of E Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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.

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.

1. 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.

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 Head Teacher 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 school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the Head Teacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Head Teacher in relation to those needs 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, e.g. by making reasonable adjustments to 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 a regular Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils and employees with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils and employees with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes those who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- 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 gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4 . Action Plan 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short Term	Staff members to review current curriculum cycle to assess whether it is accessible	Audit of the curriculum	Head Teacher, teachers, SENCO	Summer 24 Summer 25	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2024 and 2025
Medium Term	School trips are reviewed to ensure they meet the needs of those with Communication for non-verbal pupils	Needs of pupils with SEND are incorporated into the planning process Build knowledge of Makaton throughout school	Class Teachers, SENDCo Class Teachers, SENDCo	Summer 24 for the following year Summer 25	Planning of school trips takes into account pupils with SEND Signing taking place throughout the school	Summer 2025 and 2026
Long Term	Invest in additional resources for children with specific SEND needs	Ensure budget allows for additional resources to be purchased when needed.	Headteacher, SENDCO	Autumn 2024	Pupils with SEND can access all lessons	Autumn 2025

5. Action Plan 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short Term	Suitability of classroom environment	Audit of physical environment	Head Teacher, teachers, SENCO	Summer 24 Summer 25	Seating and tables adjusted to match	Autumn 2024 and 2025

	for certain pupils. Inclusivity of games at playtime.	Ensure chair for specific chair is maintained and adjusted. Budget available for additional playground resources as necessary, training of lunchtime supervisors		Summer 24 Summer 25	child height SEND children included in games each playtime	Autumn 2024 and 2025
Medium Term	Accessibility of learning environment for pupils throughout school	Audit of physical environment Install ramp to access Nest	Head Teacher, SENDCo	Summer 24 Summer 25	All areas of school building accessible for SEND pupils	Summer 2025 and 2026
Long Term	Accessibility of learning environment for pupils throughout school	Accessible slope installed to access wildlife garden	Headteacher, SENDCO Surveyor	Autumn 2025	Wildlife garden accessible for SEND pupils	Autumn 2026

6. Action Plan 3: Information

	Issue	What	Who	When	Outcome	Review
Short Term	Knowledge on alternative forms of communication	Schools seeks advice from external advisors	SENDCO	Summer 2024	School is aware of local services for converting written information into	Autumn 2024

					alternative formats	
Medium Term	Written information is not accessible to all in current form	Provide written information in alternative formats	SENCO, IT adviser	Spring 2025	Written information is fully accessible to all pupils	Autumn 2025
Long Term	Use of AI and augmented technologies to aid use of website and other information	Schools seeks advice from external advisors	SENDSCO, IT adviser	Spring 2026	New website and policies will be accessible in a variety of formats	Autumn 2027

4. Monitoring arrangements

This document will be reviewed annually in October, 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 objectives
- Special educational needs Policy, Local Offer and (SEN) information report
- Supporting pupils with medical conditions policy
- Positive Relationship and Behaviour Policy
- Equal Opportunity Policy

Appendix 1: Accessibility audit

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	Single storey throughout	None	N/A	N/A
Corridor access	Main building only.	Ensure thoroughfare clear for routine and emergency access for those with ambulant disability.	Swans Class teacher.	Ongoing
Lifts	None	None	N/A	N/A
Parking bays	No on site vehicles. Parking on public highway (no restrictions)	None	N/A	N/A
Entrances	Single gateway access through drystone wall. Adequate for wheelchair access.	Consider how doorbell can be reached by wheelchair users.	Miss Davies	complete
Ramps	Ramp to infant classroom is adequate.	Half height hand rail to be added to infant class ramp if required.	Miss Davies	on-going

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Toilets	Compliant disabled toilet in main building. Additional freestanding seating/balance aid provided in Junior' cubicle.	Maintain special equipment (rails, alarm, etc.) Paint background walls in cubicles a contrasting colour to enable visual discrimination, in preparation for any future pupil with visual impairment	Miss Davies /Buildings and grounds committee/ SENDCO	Ongoing
Reception area	Adequate access but note that due to age of original building, main corridor cannot be accessed by wheelchair due to restricted width. It is impractical to widen due to depth of structure.	Ensure thoroughfare clear for routine and emergency access for those with ambulant disability.	Mrs Simmons	Ongoing
Internal signage	Meets minimum standard for health & safety (i.e. escape routes, fire alarm call points, etc.) but little or no 'information' signage.	Consider need for additional signage suitable to meet needs of school users.	Miss Davies	Ongoing

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Emergency escape routes	Adequately planned and signed. Process for assistance of pupils with specific needs is planned and rehearsed.	Specific PEEPs as necessary. Staff informed and rehearsed	Mrs Dawson	Ongoing
Participation in extra curricula activity and off site trips	Adequately risk assessed trips and after school activities to enable participation.	Consider any adaptations necessary for participation. .	All staff	Ongoing