

# Accessibility plan

South Lake Primary School



<b>Approved by:</b>	Resources Committee	<b>Date:</b>
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<b>Last reviewed on:</b>	07.10.22
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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.

At South Lake Primary School we are committed to equity and justice.

We aim for every pupil to fulfil their potential, no matter what their needs.

Our school is committed to anti-discriminatory practice to promote equality of opportunity and we value the diversity of our children, families and staff. 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.

### 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
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a quality-first approach to teaching</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum – eg visual timetables, now and next boards, enlarged texts, visual keyboards.</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• We have a range of sports clubs for all children.</li> </ul>	<p>All children have access to the same curriculum. Removal from the class is short and focused on catchup teaching. Curriculum content is not missed.</p> <p>Improve range and availability of resources</p> <p>Representation of people with disabilities is seen across materials available in school</p> <p>To widen the offer of activity clubs to make them more accessible for children with disabilities</p>	<p>Monitoring by senior leaders.</p> <p>Audit of resources for children with physical disabilities.</p> <p>Audit of class books for inclusion.</p> <p>Audit of club attendance</p>	<p>ABW</p> <p>SENDCo</p> <p>Reading leaders</p> <p>Deputy Head</p>	<p>July 2023</p> <p>March 2023</p> <p>March 2023</p> <p>December 2022</p>	<p>Children are taught by the class teacher and are not missing the content of the wider curriculum due to being removed from the class into a group.</p> <p>New resources suitable for the children's needs are purchased and in use.</p> <p>Classroom books with people with disabilities are part of the whole-class reading offer.</p> <p>A higher percentage of children with SEND are partaking in clubs compared to September 2022.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Explain your school's approach here.</p> <p>Example:</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width and organisation</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Classroom library shelves at wheelchair-accessible height</li> </ul>		<p>Improvement of equipment and siting of area for physiotherapy.</p> <p>Increase in quality of accessible toilet facilities.</p>	<p>BSM</p> <p>ABW</p>	<p>December 2022</p> <p>Project to be agreed by December 2022</p>	

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"> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Focused communications for parents</li> <li>• Use of electronic communication</li> <li>• Analysis of parental engagement to allow targeted communications.</li> </ul>	<p>Children can access the curriculum alongside their peers.</p> <p>Parents/carers have short, clear communications from school.</p> <p>Children and families with disabilities have the same access to opportunities as their peers.</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 by the Headteacher.

It will be approved by the resources committee of governors.

## **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