



SYWELL CE
PRIMARY SCHOOL

Accessibility Plan



School Name: Sywell CE Primary School

Role	Designated Person
Headteacher	Jo Shortland
Designated Lead	Jo Shortland
Date written and approved by governors	March 2022/May 2022
Date to be reviewed	May 2025

Contents		Page
1.	Aims	2
2.	Legislation and guidance	2
3.	Monitoring arrangements	2
4.	Action Plan	3, 4 and 5

1. Aims

Sywell CE Primary 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. Our school is 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

(See below for action plan)

Accessibility audit has been completed as part of the accessibility plan development. Historic site visit by SIS (Sensory Impairment Service) for Accessibility Audit has also been incorporated.

This 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. This includes pupils, 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 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, 0 to 25 years (2014)* '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.

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
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy.

3. 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 pupils, staff and governors of the school and approved by the governing body.

4. Action plan

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

1. Increase access to the curriculum for pupils with a *Access to statutory assessment*

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<i>Quality First teaching which incorporates and considers individual pupil's needs delivered.</i>	QFT CPD accessed by all teaching staff and Teaching Assistants where necessary.	HT/Trustwide training for SENCo and staff	Ongoing	Monitoring of planning and teaching demonstrates good quality teaching. Staff voice indicates a clear understanding of the pedagogy required to support pupils with specific SEND.
<i>Classrooms are organised to promote the participation and independence of all pupils</i>	SMT to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class	Class Teachers	Ongoing	Monitoring of planning and teaching demonstrates that lessons are planned to meet the needs of all pupils in the class. Environment audit indicates clear pathways and access.
<i>Staff access expert advice in relation to pupil access to specific curriculum areas, for example, Physical Education</i>	PE and Class Teacher to access expert advise and equipment loan for Inclusive PE sessions through membership to Northamptonshire Sports	PE Subject Leader, Class Teachers	Ongoing	Monitoring of planning and teaching demonstrates that lessons are planned to meet the needs of all pupils in the class.

2. Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<i>Refurbish Accessible toilet in Central Area of the school.</i>	Review support bars etc currently in place and replace with recommended fittings that meet the most recent legal requirements.	Central PDET Team External Contractor	By 2025	Fittings within accessible toilet and related facilities meet the most recent legal requirements. Fittings secure and fit for purpose.
<i>Repaint highlighting on steps, doorways etc</i>	Markings on steps and thresholds repainted to ensure they continue to be easily identifiable.	Site Maintenance Schedule	By Sept 2022	Faded threshold and step markings repainted.
<i>Resurface area just off playground which currently consists of surfaces of differing levels.</i>	Remove damaged concrete and replace with a single level surface.	Central PDET Team External Contractor	By 2025	Area accessible and safe for pupils to access. Single level surface in line with playground level.

3. Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<i>Availability of written material in alternative formats when specifically requested</i>	VITAL team in place and able to enlarge/Braille materials	ACSW	Ongoing	Materials for lessons adapted and prepared well in advance of lessons.
<i>(When relevant) Review documentation on website to check accessibility for parents with English as an Additional Language</i>	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Admin Assistant	Ongoing	Updated resources available on school website to reflect the languages most commonly spoken by parents at the school.

