

Paxcroft Primary School

Accessibility Plan

Reviewed: April 2023

Next date of review: April 2024



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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 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.

Our school values promote Kindness, Honesty and Respect, and we believe that it is crucial to show respect for everyone through thought and action. Our vision for the school is a positive, nurturing, and happy community in which we support each other to become self-motivated learners and to strive for excellence. We acknowledge that in order for this to happen for everyone, additional provision needs to be put in place, such as this accessibility plan.

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.

This plan, and the provision in school, has been created with reference to the [Wiltshire SEND Strategy 2020 – 2024](#) (formerly the [Accessibility Strategy for Educational Settings in Wiltshire 2016 – 2019](#))

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers 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 • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>In the medium term, ensure that there is a wider representation of pupils with disability through the PSHE curriculum.</p>	<p>Review the PSHE curriculum content and how it approaches representation and offers information about a range of disabilities.</p>	<p>AHT (Alex George) with PSHE Lead (Sarah Aland)</p>	<p>18th April 2024</p>	<ul style="list-style-type: none"> - There is a clear baseline of how disabilities are represented in our PSHE curriculum at present. - Where there are gaps, actions have been taken to represent/inform on a wider variety of disabilities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramp access to playgrounds • Single story building • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Maintain current level of provision to a high standard and review against current building guidance for accessibility.	<p>Accessibility site walk (Paul Beety and Jon Langlois).</p> <p>Up-to-date training on site accessibility to be sourced and actioned.</p>	School site manager (Paul Beety)	18 th April 2024	We have a direct comparison between the most up-to-date accessibility guidance and our own site, with an action plan for any remedial or improvements.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Coloured overlays/text books • Braille • Pictorial or symbolic representations 	Existing training on support with visual impairment is shared amongst the wider staff.	<p>Disseminate training from partially-sighted specialist (delivered to one team presently) at staff meeting.</p> <p>Delivery on visual stress tests at staff meeting.</p>	AHT (Alex George)	18 th April 2024	All staff have an awareness of appropriate adjustments to make for visual impairment in relation to the needs of the children they are teaching.

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 and/or senior leaders.

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 information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy