

The Pilgrim School (a Church of England Primary with Nursery)

Accessibility Plan

Date agreed by staff: March 2019

Date agreed by governors: March 2019

Review by date: Spring 2020

Signed: (see original)

Date:



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

The Pilgrim School strives to ensure that, whatever the needs and abilities of individual members of the school community, everyone is treated with dignity and respect and everyone is equally valued. This involves providing access and opportunities for all pupils, staff, parents, governors and visitors 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 is supported by The Pilgrim Multi Academy Trust 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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

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comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Ensure the curriculum is monitored in regard to giving all children the opportunity to learn to the best of their ability, regardless of special need</p> <p>Ensure all relevant policies are up-to-date and reflect current practice</p> <p>Ensure that analysis of progress of vulnerable groups is robust and action is taken to reduce any</p>	<p>Review curriculum</p> <p>Rewrite curriculum policies</p> <p>Continue to support teachers with delivering quality first teaching.</p> <p>Monitor progress of vulnerable groups, through termly Pupil</p>	<p>HT & AHTs</p> <p>Subject Leaders</p> <p>HT & AHTs</p>	<p>Sept 2019</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Curriculum compliant with new Ofsted Framework in relation to 'intent', 'implementation' and 'impact'.</p> <p>Policies are in-line with framework.</p> <p>All class teachers confident in supporting needs the children. Strategies will be evident in classroom observations.</p>

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		inequalities	Progress Meetings.			Vulnerable groups continue to make good progress.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>A lift</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Use of radio-aid for hearing impairment</i> 	Ensure outdoor curriculum provides an inclusive environment.	Review use of outdoor curriculum and environment by auditing accessibility and resources.	HT & AHTs	July 2019	Outdoor environment developed to improve physical and creative outcomes.
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> 	Ensure the view of stakeholders are investigated annually	Seek views of stakeholders annually via questionnaire	HT	Ongoing	Stakeholder views taken into account and local needs met.

	<ul style="list-style-type: none">• <i>Induction loops</i>• <i>Pictorial or symbolic representations</i>					
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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 Local Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Medical Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Wide corridors to all rooms			
Lifts	1	Regular maintenance checks	Triple Lifts	Ongoing
Parking bays	3			
Entrances	Door opening accessible - automatic			
Ramps	Outdoor ramp to main entrance			
Toilets	Ground floor and top of stairs near lift			
Reception area	First floor entrance			

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Internal signage		To be checked	HT	July 2019
Emergency escape routes	Ground floor routes accessible Upstairs 'waiting areas' with call points			

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