Accessibility plan

Avonmouth C of E Primary School and Nursery

Approved by:	Resources Committee	**Date:**	8th October 2018
Last reviewed on:	October 2018		
Next review due by:	October 2021		

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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 Avonmouth C of E Primary School and Nursery our core values reflect and promote Christian and British values. We build on this foundation through all aspects of school life and the links between the school, parents, the community and the church.

We will treat everyone fairly, celebrating diversity and meeting different needs so that all members of our school community are free to live, learn and achieve their full potential.

We aim to:

- Maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.

- Help the children understand the world in which they live, have mutual respect for the values of others and work together as a team.

- Ensure that everyone, whatever their needs and capabilities, is included and catered for.

- Value each individual and recognise and respond to the needs of all children.

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, 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.

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, '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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*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 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 ensure it meets the needs of all pupils.*	Update curriculum resources to include examples of people with disabilities (and other protected characteristics)	Ensure that, wherever possible (and without artificially or unbalanced representation) there are positive images of the protected characteristics (e.g. disabilities) identified in: • school policies & publications • learning resources & displays.	Inclusion Lead	T2	Positive images of children from a broad range of ethnic backgrounds and with disabilities displayed around school • posters • learning resources

Improve and maintain access to the physical environment	Our environment includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • All classes are accessible by wheelchair • Within the school, all areas are accessible by wheelchair	Review signage in school to include clear signs to classrooms etc.	Learning walk to review signage in school. Investigate possibilities of new signage in building.	SBM INCo	T4	Clear and appropriate signage will be put up around the school building to support better navigation around the school.
Improve the delivery of information to parents and pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Large print resources. • Induction loops. • Pictorial or symbolic representations. • Prioritised seating for identified children (e.g.	Review and improve pictorial representation around the school, including in classrooms. Identify children &/or adults who may require such a service from annual contact/health	Learning walk to review. Staff to update their pictorial representations in the classrooms. Review knowledge of children and families to offer support and	INCo All staff INCo LM	T4 T3	Children and adults will better understand timetables, labels etc. in the school building and classrooms. Children/parents are not hindered by a lack of access to

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		questionnaires.	review other ways appropriate formats according to needs.			relevant information in an appropriate format according to their needs.
	• Option for information to be received via email, text or physical paper copy.					
Emergency and evacuation systems inform all persons in the event of an emergency	Staff are aware of children with additional needs in their classes and ensure that they understand the evacuation procedures. All classes have a phone should problems arise.	Ensure that all children with additional needs have a 'personal evacuation procedure' where appropriate.	Review children who may need this plan and put into place, include all relevant staff.	INCo All relevant staff.	T2	Staff and children will understand the evacuation procedure and those with additional needs will be supported where appropriate.
Ensure that all possible technologies are investigated so as to support learning for all.	Ipads are available in each classroom for child and adult use. Broad and balanced curriculum with carefully planned lesson in IT.	INCo to make sure all current children are catered for. INCo & IT lead keep abreast of developing technologies for potential future use.	Network meetings and CPD to support INCo and IT Lead.	INCo IT Lead	Ongoing	Children will have access to up to date technologies to support their learning where appropriate.

4. 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 Resources Committee Governing Board.

5. 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
- Supporting pupils with medical conditions policy