Accessibility Policy

What is this policy for?

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 vision for Accessibility

Our vision for accessibility is that all parts of the school are accessible for all pupils, including those with some special educational needs. When this is not physically possible, or the cost of adaption is prohibitive, alternative solutions will try to be found to enable all pupils to attend the school.

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.

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 and works with Kaleidoscope MAT and North Somerset.

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 staff and Governors

When are the Accessibility issues addressed?

Accessibility issues will be addressed in a timely manner as they arise. For example if a disabled pupil starts school in reception the issue of how they would manage by Y3 (when the access is upstairs) would be addressed in the intervening years.

How do we measure success in Accessibility and Asset management?

Accessibility is successful if all pupils wanting to attend the school are able to do so, with few restrictions on how they use the resources of the site.

How is Accessibility managed?

Context of the site
Hutton was a one form Victorian Primary School which has had several new additions built. We had a school hall built in 2005 and new classrooms in 2017.
The new build has a second storey which are accessed by stairs. Parts of the building (Y6 classroom) is on two levels. There are stairs in part of the grounds. The remainder of the building is single story.

Due to the physical layout of the building, with the upstairs and some narrow corridors, the site does have some restricted wheelchair access. Some areas of the building are accessible, but others are not. There is no lift. The school has put in reasonable alterations to improve accessibility.

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.

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

Resources

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

- Risk Assessment Policy (Kaleidoscope)
- Health and Safety Policy (Kaleidoscope)
- Equality Policy (Kaleidoscope)
- SEND and Inclusion Policy (Kaleidoscope)
- Supporting Pupils with Medical Conditions Policy (Kaleidoscope)

Monitoring and Evaluation

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.

Policy reviewed: January 2022

Approved by the Local Governing Body:

Jane Barry

Chair of Governors

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 (including IT equipment) 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.	Identify staff training needs and provide focused cpd. To meet these. Provide Governor training to raise awareness of disability and possible accessibility issues.	Organise guest speakers, School Nurse, linked professionals. Organise training for Governors.	DC DC	July 22 July 22	Training completed. Staff confident in supporting pupils. Training completed. Governors aware of disability issues.

	The curriculum is reviewed to ensure it meets the needs of all pupils. Support staff are deployed to support pupils with specific needs *so that they can access learning.* *Staff review the layout of their classrooms so that resources (including whiteboards/screens are accessible to all learners.*					
Improve and maintain access to the physical environment (Section 3. Which explains the restrictions imposed by the school building)	The environment is adapted to the needs of pupils as required and where reasonable adjustments are possible. This includes: ● Disabled toilets and changing facilities		Regular checks of the school grounds.	Site manager		Governor Health and Safety Audit In school monitoring using Accessibility Audit (Appx 1)
Improve the delivery of	Explain your school's approach here. Example:		Regular check/monitoring			Governor Health and Safety Audit

information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources ● Pictorial or symbolic representations			SLT		In school monitoring using Accessibility Audit (Appx 1)