



Accessibility Plan

Statutory Policy (every 2 years)

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Approved by Committee
	28 September 2021	New Policy	
September 2023			

STATEMENT OF INTENT

Syresham St James Church of England Primary School and Nursery seeks to create an environment that reflects our Christian ethos, providing safe, happy, loving and challenging working conditions for all members of the school. This environment is exemplified by our school values to promote respect, generosity, courage, love, fairness and forgiveness.

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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.

The school's **key objective** is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for all pupils and prospective pupils with a disability. We also aim to eliminate barriers for staff, governors, visiting professionals, parents and members of the community.

PRINCIPLES:

Compliance the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy. The school recognizes its duty to:

- Not discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan.

The school recognizes and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum. We aim to:

- Set suitable learning challenges
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

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.

The school will continue to seek and follow the advice of the LA – West Northamptonshire Council and of appropriate health professionals.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and carers, school staff and governors.

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 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	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 ensure it meets the needs of all pupils 	<p>A broad and balance curriculum is offered to all pupils</p>	<p>Budget provision for resources, ICT to monitor and track</p> <p>Regular staff meetings</p> <p>Regular meetings with parents and carers</p>	<p>Headteacher</p> <p>Governors</p> <p>SENco</p>	<p>On going</p>	<p>All pupils make the progress they should to reach their potential</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets • Library shelves at wheelchair-accessible height 	<p>Access to all areas of the school is easily achieved by all persons coming entering the building</p>	<p>During their termly walk round and check governors will look at the environment with a focus on access for people with disabilities</p>	<p>Governors Headteacher</p>	<p>ongoing</p>	<p>The school premises is accessible by all persons regardless of need.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Staff training in signing • Pupil training in signing • Funding Specialist SENCo • Specific equipment – i.e. electronic reading pens, sensory/discovery toys and games 	<p>No person in school should feel at a disadvantage due to a lack of information being easily accessible</p>	<p>Staff training in Makaton signing Budget provision made for Specialist support,</p>	<p>Headteacher Governors Teachers SENco</p>	<p>ongoing</p>	<p>The school is able to accommodate and ensure progress for all children regardless of need</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure no child is denied a trip/residential due to their parents not contributing financially.	All trips are planned to go ahead with some support from the school budget if needed. Pupil premium can be used to help Ever6 families. School applies to local charities (Round Table) & there is a village Trust to give aid for residential trips.	All pupils should participate in all trips regardless of need.	Some pupil premium money is set aside for residential trips and provision is made in the budget to support trips.	Teaching staff Headteacher Governors Bursar	On going	All pupils participate in all planned trips

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 full governing body the SENco and Headteacher

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
- Supporting pupils with medical conditions policy