

Accessibility Access Policy

Nominated Member of Leadership Staff Responsible for the policy:

Cath Thomas

Nominated Committee of Governing Body Responsible for the policy:

Premises, Behaviour, Safeguarding and Mental Health

Date written:

September 2020

Date agreed and ratified by Governing Body :

November 2020

Date of next review:

October 2023

October 2026

This policy will be reviewed every three years, and following any concerns and / or updates to National and Local guidance or procedures

Accessibility Access Policy

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.

One of our strengths is the wide range of backgrounds and cultures from which our families come. We are determined that each child should feel valued and recognised as an individual but also that each one should feel a sense of belonging to our community. We are a truly inclusive Academy community where the needs of all learners are met within a stimulating and challenging learning environment which is underpinned by Christian values

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.

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

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 governor's premises committee.

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

Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

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	Porter Croft offers a differentiated curriculum for children of all disabilities and uses specific resources to ensure certain pupils are able to access the curriculum fully			Class Teacher Senco Headteacher		
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which will be implemented throughout the year. Ensure a smooth transition occurs in September to new classes and implement any changes for new pupils		Arrange a transition week towards the end of the summer term. Pupils issued with a transition booklet all about their new class and teacher			
	Ramps positioned currently outside the foundation and key stage one classrooms (downstairs)					Improved access to all down stairs areas for wheelchair users

Improve the delivery of information to pupils	Staff break down communications with pupils by using symbols and pictures to help understanding		Use Widgeit symbols to label items and areas Use of visual timetables where needed	SENCO Class teachers TA's		
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storey – with children having access to 2 storeys, access gained by stairs	No lift available or other means of accessing the upper floors except via the stairs. If pupil cannot access stairs then the classrooms would have to be moved around so the junior class would be based on the ground floor for that year.	Headteacher Site Manager School Manager	When necessary
Corridor access	All corridors are accessible for wheelchairs and are wide enough for manoeuvre	Corridors to be kept clear and free from obstruction	All staff	
Lifts	N/A	N/A	N/A	N/A
Parking bays	No disabled parking bay is currently marked, however if the need arose this would be made available.	Although we do have members of staff who hold a blue disabled parking badge, they can park near enough to the school entrance in the car park to enable easy and safe access.		
Entrances	Wheelchair users would need to use the outdoor entrance to the downstairs classrooms or the photocopier room. If not available a temporary ramp can be installed which is removable to suit any entrance.			
Ramps	Access to ramps from all downstairs classrooms	Access to doors and areas to be kept clear of obstruction		

Toilets	Disabled access toilet and facilities available downstairs			
Reception area	Reception area accessible via removable ramp to main entrance. Access can be gained through photocopier room	Temporary ramp can be installed to main entrance Access to door in photocopier room to be kept clear of obstruction	Buildings Officer Headteacher	
Internal signage	All rooms have appropriate signs			
Emergency escape routes	Emergency escape routes would be from the outside door way of the downstairs classrooms depending which one was in use by wheelchair user.			
Assistance in emergency situation	Visitors needing help or assistance in case of emergency evacuation	All visitors when they sign in using the electronic system are asked if they require any assistance if case of an emergency evacuation. This information is emailed to the school manager who would ask the visitor what is needed and put support in place	Headteacher School Manager	March 2024