



Sedbergh Primary School

Accessibility Plan

This plan outlines the Governing Body's proposal to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. The plan was written and updated in collaboration with school staff, children and members of the Governing Body. This policy should be read in conjunction with the following policy documents:

- Special Educational Needs Policy
- SEND Report
- Single Equalities Policy
- Teaching and Learning (including Home Learning) Policy
- Behaviour Policy (including Anti-Bullying and Positive Handling of Children) – November 2016
- Child Protection Policy

If you require this document in another format; i.e. easy read, large text, audio, Braille or a community language, please contact the school office.

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Approved by:

Anna Atkins (Vice Chair of Governors)

Date: 28.11.17

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Date: 28.11.17

Review Date: (Annual)

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of **Sedbergh Primary School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Management needs clarification about which areas of the school building are accessible	Audit of physical environment	MT/NB	Autumn 2017	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Spring 2017
	Main Disabled toilet is inaccessible due to being used for other purposes.	Clear items out of the disabled toilet	Staff	Autumn 2017	School will be able to provide a disabled toilet to any visitors if it is needed.	Spring 2017
Medium term	Disabled toilets are not accessible to children from the KS1/Foundation stage area.	Toilets to be developed in the Foundation Stage area. This is to include an intimate care area.	MT / governors / contractor.	Summer 2018	Disabled toilets are available in both areas of the school	Autumn 2018
	Children with physical disabilities cannot easily travel between KS1/Foundation stage area and KS2 area.	Construction work undertaken with a lift / ramp to be installed.	MT / governors / contractor.	Summer 2019	All areas of the school buildings are fully accessible without having to go outside.	Autumn 2019

Planning duty 2: Curriculum

	Issue	What	Who	When	Outcome	Review
As necessary	Currently there are no facilities to support children with additional access needs.	Improve accessibility to learning environments to ensure curriculum participation with learning.	Teachers/SENCO	As necessary	All children are able to access the learning environments to ensure they can access the curriculum.	As necessary

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	School does not know if someone visiting has additional needs.	Provide a written statement on information that goes out to visitors, asking them to contact the school beforehand stating any specific needs regarding access etc.	MT/ NB	Autumn 2017	School will be aware if someone visiting has additional needs and can ensure that the appropriate areas are accessible for them.	Termly
As necessary	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager	As necessary	Written information is fully accessible to children with visual impairments	As necessary