



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)
- 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:	Date:
<i>Peter Irvine (Chair of Governors)</i>	<i>1st December 2020</i>
Review approved by:	Date:
Review approved by:	Date:
Next Review Date (Full):	

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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, and 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
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.	HT, Govs. and Design Team	Summer 2021	Disabled toilets are available in both areas of the school	
	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.	HT, Govs. and Design Team	Summer 2021	All areas of the school buildings are fully accessible without having to go outside.	
	There are no intimate care facilities for children with additional care needs.	Create intimate care facilities in EYFS/KS1.	HT, Govs. and Design Team	Summer 2021	Intimate care facilities available.	
	The school environment is not necessarily suitable for children and adults with a visual impairment.	Visual impairment audit. Adjustments made to communications, the environment, resources and facilities to meet the needs of those with a visual impairment.	HT/Governors	2021/2022	School prepared to welcome and meet the needs of adults and children with a visual impairment. Improved provision and outcomes for any child with a visual impairment.	

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/SENDCO	As necessary	All children are able to access the learning environments to ensure they can access the curriculum.	

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
As necessary	Written and web/digitally based information is not accessible to adults and pupils with visual impairments.	Visual impairment audit. Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	HT, Govs. and Design Team	2021/2022	School prepared to welcome and meet the needs of adults and children with a visual impairment. Improved provision and outcomes for any child with a visual impairment.	Available on request.