



# ACCESSIBILTY PLAN

<b>Plan Owner / Author:</b>	Sarah Wood
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## Document Change History

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Hollesley and Waldringfield Primary Schools it is our commitment is to provide the highest standards of education for all children regardless of background, special needs or disability. We seek to promote their sense of self-worth, so that they become happy, confident and caring members of our community. We create a safe, friendly and supportive learning environment, which provides a welcoming family atmosphere, regardless of backgrounds. At Hollesley and Waldringfield Primary Schools we are a caring community who aim to promote an environment where everyone feels happy, safe and secure. Discrimination isn't tolerated and is dealt with quickly. Every member of the school community is encouraged to behave in a considerate way towards others.

We treat all children equally and aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our PSHE curriculum equips the pupils to negotiate, share and co-operate and our RE curriculum teaches the pupils about the beliefs of many religions. We have woven through other opportunities to develop appreciate of differences and to learn about the lives of others. Every child is valued and this results in a caring, happy school where children develop confidence, independence, self-esteem and consideration of others.

The plan will be made available online on the school website, and paper copies are available upon request.

Our schools are 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, 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 governors, staff and parents

## **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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Accessibility Plan

Development Area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum Delivery	Ensure classrooms are suitably arranged for disabled pupils	Follow guidance from specialists to ensure the classrooms are suitable for all children who have a disability or a special educational need	Classrooms are checked for SEN and disability suitability	All pupils are able to access classrooms and necessary resources effectively
	EHCP targets and IEP Pupil Profiles are used by staff to ensure learning is planned to include the needs of every pupil	SEN information is readily available to all classroom-based staff. Additional training and staff meetings provided regularly for specific curriculum implementation	SEN information available upon request for staff that are actively involved in supporting SEND pupils	Pupils supported by staff more effectively due to specific information being available
	Specialist resources available from SENCo, SES and other professionals to provide specialist learning	Use of SES to support staff and pupils with specialist needs	Specialist support arranged through the necessary referral processes	Pupils (and staff) receive targeted support
School design for disabled pupils	All areas accessible to disabled people.	Ensure school is accessible to all. Ensure exit buttons and fire buttons are accessible and that exits and entrances are suitable for all disabilities.	The main school building is accessible by ramps.	The schools design provides access to pupils with disabilities
Visually impaired	Signage must be clear and if needed braille should be available. Hazards must be clearly marked also.	Signage must be used clearly and effectively in all areas. If required braille will be used.	Signage is used to direct and help pupils and adults safely access school resources.	Signage is used effectively to support pupils and adults around the school.

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the 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
- SEND policy
- Supporting pupils with medical conditions policy