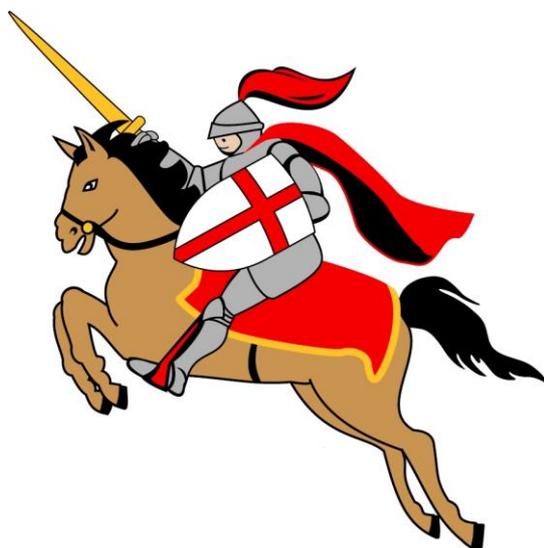


Conisbrough Ivanhoe Primary Academy

Accessibility Plan



Approved by: Mr Joe Brian

Date: 10/10/19

Last reviewed on: Sept 2019

Next review due by: Sept 2021

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5

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 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.

We have included a range of stakeholders in the development of this accessibility plan, including 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 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.

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/ Strategies	Person responsible	Timescale	Success criteria
<p>Increase access to the curriculum for pupils with a disability and to increase staff confidence in delivering a curriculum that is differentiated.</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To extend links with specialists, including Special Schools, ASCETS and CAHMS to share strategies and resources.</p> <p>Staff training provided on SEN in the classroom.</p> <p>THRIVE ethos rolled out through school</p>	<p>SENCo</p> <p>All staff</p> <p>Faye Denigan</p>	<p>Ongoing</p>	<p>Staff learn new strategies and have additional resources to meet the needs of the children.</p> <p>Staff are using a wider variety of strategies and plan a wide range of activities to suit all learners.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> 	<p>Parents consulted to ensure any additional needs for parents/carers and children are met.</p>	<p>Joe Brian</p> <p>Christine Foster</p> <p>Caretaker</p>	<p>Annually</p>	<p>Any issues or needs are addressed promptly.</p> <p>Emergency evacuation is quick and easy for all</p>

	<ul style="list-style-type: none"> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	Caretaker aware of areas that need to be maintained.			users
To ensure that all policies consider access and equality for all users	<i>Our school has a full range of policies and these are all checked and agreed by the board of Governors.</i>	All policies consider access and equality.	Joe Brian Governors	Annually	Access to all aspects of school life for all pupils.
To ensure information is as accessible as possible to all, in a variety of different formats	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>School website</i> • <i>Twitter</i> • <i>Homework front page</i> • <i>School Blog</i> • <i>Email and text alerts for parents</i> 	<p>School to ensure links are made with EAL service if communication is needed for a child with EAL.</p> <p>Large print newsletters and homework made available for any parents/carers or children with a visual impairment.</p>	Joe Brian SENCO	Ongoing – as and when needs arise	<p>Fewer/no issues arising from lack of communication (school closures/trips/accidents)</p> <p>Parental comments demonstrate access to and awareness of school policies and information.</p>

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 the governing body and the head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Safeguarding policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

