



Federation of Priddy and St. Lawrence's

Accessibility Plan



Ratification

Role	Name	Signature	Date
Chair of Governors	Tim Clements		November 2023
Head Teacher	Sharon Foxall		November 2023

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Three years	2020 - 2023	Lorraine Clarke	November 2023
	2023 - 2026	Sharon Foxall	June 2026

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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 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.

We are committed to providing an accessible environment which values and includes all pupils, staff parent/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

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.

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. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently when necessary.

It will be approved by the Governing Body and Headteacher.

4. Links with other policies, Government Guidance

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
- DfE – “Supporting pupils with medical conditions guidance.
- Behaviour and anti-bullying Policy

5. Appendix A – Accessibility Plan

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

Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that where possible, both school buildings and grounds are accessible for all children and adults, including suitable wheelchair access.	Ensure that all access points are clearly signed. Ramps to access all classes without steps.	Ongoing	SF/ Governors	All stakeholders are aware of how to access each building
Ensure that all doors have fire signs on.	Fire signs replaced on all doors to buildings.	December 2023	SG	Fire safety compliant
Disabled fire evacuation	Personal emergency evacuation plan (PEEP) in place for all children with disabilities /needs that require this.	On going	SENDCo & class teacher	All disabled children and staff working with them are confident in the event of fire
To ensure steps are clearly defined	Fluorescent paint strips define each step painted.	July 2024	SG	Compliant with H&S requirements.
Accessibility to toilets within the main building at Priddy.	These toilets are old and in need of renovation.	This could be combined with improving	LA/ Head teacher	Toilets are accessible for all.

		accessibility to them for		
Improve and maintain access to the physical environment of both school sites.	To make the school sites accessible to all.	Summer 2023-2024	Audit of accessibility of school building and the grounds by HT and Governors.	Children's voices heard and responded to by the LA.

Improving Access to the Curriculum:

Targets	Actions	Timescale	Responsibility	Outcomes
Improve access across the curriculum in all subjects for disabled pupils.	Audit by class teacher & SENDCo of requirements	Spring 2024	All Staff	Equal learning opportunities for all children
Staff to have epipen training & first aid training.	Access NHS courses Regular First Aid training for relevant staff.	First Aid training – dependent on training cycle	All Staff	All staff confident to support children with medical needs
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENDCo to review the needs of the children and provide training as needed.	On-going	AS	Staff are equipped to enable all children to access the curriculum.
All trips and visits need to be accessible to all pupils	Ensure venue and means of transport are vetted for suitability. Risk assessments carried out for visits and trips.	On-going	Class teacher/EL	All pupils can participate in trips and visits.

Improving access to information:

Targets	Actions	Timescale	Responsibility	Outcomes
Review how information is shared with parents/carers	Consult with pupils, parents & carers. This will include Google Forms for their view, SENDCo to meet with parents/Google Forms to review SEND information (information report).	Summer 2024	SF/AS	Effective communication with all stakeholders.
Ensure that written information is available in a range of formats	Seek assistance from visual impairment services & Learning support when needed. Paper copies available of school letters/newsletters if requested.	On-going	SC/MT AS	Access for all

<p>Clear signage used around both school sites.</p> <p>Clear signs to the school office's from across the playground.</p>	<p>Clear signs to classrooms.</p>	<p>Ongoing</p>	<p>SG/SF</p>	<p>Pupils and visitors can navigate around both school sites.</p>
<p>Improve children's access to information through using readily available access to technology.</p>	<p>Consider purchasing some Chromebooks for each class, technology to support with writing (Clicker8/laptop), promoting use of talking tins.</p> <p>Also support within online systems – Immersive Reader with online word docs etc.</p>	<p>Autumn 204-5</p>	<p>MB/AS</p>	<p>Use of technology to develop learning opportunities and independent learning</p>