



Accessibility Plan

Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further our aims by: *‘Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School’.*

Definition (Equality Act 2010)

‘A person has a disability 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 carry out normal day to day activities’

2008	Disabled car parking bays provided at the front of the school.
	Installation of additional accessible toilet facilities and alterations to existing accessible toilet
	Building of medical room on ground floor
2009	Automated doors to main office and side exit doors
2011	Removal of low brick wall enabling easier disabled access
2013	External ramps to Y5 stairwell entrances, Ramp access Y4 entrance, ‘Kids Like Us’ and large group room and exit doors installed to additional ground floor rooms
2015	Training in the use of epipen
	Installation of wider external doors to classrooms exiting onto playground
2016	All LSAs First Aid trained and renewal training for Secretary, Receptionist & Premises Officer
	Training in the use of epipen
	Re-siting of Breakfast & Afterschool Club provides easy access directly to front of school for drop off and collection
	Levelling of uneven paving slabs and fluorescent markings applied to steps to minimise trips and hazards
	Risk Assessments undertaken and guidance provided to pupil & parent for any pupil needing to use crutches in school
	Training to all LSAs for Dyslexia & Autism awareness, plus specific training to individual staff to suit needs of individual pupils eg hypermobility

Maintenance and renewal:

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the Site Supervisor and School Business Manager.

Individual needs:

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCO (for pupils) and line managers (for staff).

Specific priorities include:

- To continue to improve access for disabled pupils to the school curriculum, including after-school clubs, visits and all other activities.
- To review training for staff in terms of pupils access to the curriculum, including dyslexia awareness training.
- To ensure that any new building work / renovations improve the physical access to the building.

Curriculum delivery:

The School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

The Academy actively seeks the support and advice for any physical alterations to the academy premises from a consultancy; this is for general alterations or advice on specific alterations for individuals.

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

- Equalities Policy.
- Special Educational Needs & Disabilities Policy.
- School Evaluation and Development Plans.

Review and Evaluation:

This plan has the status of a policy of the Governing Body and will be reviewed annually. It is monitored and evaluated by the School Business Manager who reports on progress made to the Health, Safety & Premises Committee of the Governing Body.

Reviewed: January 2017

To be reviewed: January 2018