



*Children and learning at the heart of our CARE-ing community*

# Old Fletton Primary School Accessibility Plan

Version 7 - March 2024

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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 a fully accessible environment which values and includes all pupils, staff, parents 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 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.

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 the views of some stakeholders in the development of this accessibility plan, including staff and governors of the school.

## 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.

*The information set out in the column of ‘current good practice’ are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school’s context.*

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with additional needs	<p>We use resources tailored to the needs of pupils who require support to access the curriculum (scaffolds).</p> <p>Curriculum progress is tracked for all pupils, including those with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p><b>Short term:</b></p> <p>To provide CPD to staff to support and monitor the use targeted, support strategies that remain true to the overall outcomes of the planned lessons to ensure children are completing high quality work within their capabilities.</p> <p><b>Medium term:</b></p> <p>To identify and implement a new assessment package for children identified as being below current key stage assessment packages.</p> <p><b>Long term:</b></p> <p>Review impact of curriculum on SEND pupils.</p>	<p>SENCO to provide CPD for staff support strategies for teaching staff and TA's to ensure high expectations for completed tasks for identified children in Tier 1.</p> <p>Package to be identified and implemented for Provision Group.</p> <p>SENCO to monitor use and development of package being implemented within the identified children working below key stage assessment package.</p> <p>SENCO to monitor usage and progress made by the children identified requiring specific attainment package.</p> <p>External monitoring activity e.g. SSP review or SIP visit.</p>	<p>SENCO</p> <p>DHT</p> <p>Provision Group Adults</p> <p>DHT and SENCO</p>	<p>June 2023</p> <p>July 2024</p> <p>July 2024</p>	<p>Dropins will show the effective use of support strategies for identified children in Tier 1.</p> <p>Tier 1 conversations to be held with teachers 3 x yearly to ensure need is effectively identified.</p> <p>Children identified as being significantly below current key stage curriculum assessment packages to show small steps progress specific to their needs and abilities.</p> <p>Books, lessons and pupil voice show that the curriculum is meeting the needs of SEND pupils.</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"> <li>• <i>Ramps (in the main building and outside)</i></li> <li>• <i>Wide corridors in the main building.</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Book shelves at wheelchair-accessible height</i></li> <li>• <i>Accessible sensory provision for all children requiring sensory regulation.</i></li> <li>• <i>Supported access to lunch hall, smaller tables and adult support to engage with eating lunch with peers.</i></li> <li>• <i>Supported access to outside play for children identified as high need / high risk - 1:1 adult supervision to develop engagement with peers.</i></li> </ul>	<p>No further action required.</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<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"> <li>• <i>Take advice from sensory support services.</i></li> <li>• <i>Use of access arrangements</i></li> <li>• <i>Large print</i></li> <li>• <i>Pictorial or symbolic representations e.g. objects of reference consistent across all areas of school.</i></li> <li>• <i>Use of computing aids to record work.</i></li> </ul>	<p>No further action required.</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 Full Governing Body.

## **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report