

# Disability and Accessibility Plan



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|----------------------------|---------------|-------------------------|
| <b>Approved by:</b>        | FPC committee | <b>Date:</b> March 2021 |
| <b>Last reviewed on:</b>   | January 2018  |                         |
| <b>Next review due by:</b> | 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.

Monkston Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school: - sets suitable learning challenges;

- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

We aim to identify and remove barriers to disabled pupils in every area of school life and we strive to make all children feel welcome.

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, the complaints 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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

| AIM  | CURRENTGOOD PRACTICE  | OBJECTIVES   | PERSON RESPONSIBLE    | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA   |
|--|---|--|-----------------------|-----------------------------|--|
| <p><b>Increase access to the curriculum for pupils with a disability</b></p> | <p>Our school offers a differentiated curriculum for all pupils</p> <ul style="list-style-type: none"> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul> | <p>Continue training for teachers and support staff on different aspects of SEND including differentiation when required as part of the new SEND code of practice.</p> <p>On-going scrutiny of performance of groups of students (including those with SEND) to ensure the curriculum is enabling them to make the same progress as students without SEND.</p> | <p>Inclusion Lead</p> | <p>On-going</p>             | <p>Work differentiated according to student need.</p> <p>Involvement of disabled students in the ‘full life’ of the school (e.g. clubs, sporting events, visits).</p> <p>All groups of students make similar progress.</p> |

| AIM   | CURRENTGOOD PRACTICE   | OBJECTIVES  | PERSON RESPONSIBLE   | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA   |
|---|--|---|--|-----------------------------|--|
| <p><b>Improve and maintain access to the physical environment</b></p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Accessibility audits to be carried out within Health and Safety walks.</li> <li>• Communication home to parents or carers regarding parent information evenings/open days about alerting us to access requirements so that these can be accommodated.</li> <li>• Designated disabled parking bays provided in school car park and disabled toilet cubicle provided inside the school.</li> </ul> | <p>Continue to ensure that students and parents or carers are not disadvantaged by being unable to access parts of the school site.</p> | <p>Head teacher, caretaker, Health and Safety governor and business manager.</p> | <p>On-going</p>             | <p>Ensuring all students, parents and carers can fully engage with school.</p> |

| AIM   | CURRENTGOOD PRACTICE  | OBJECTIVES   | PERSON RESPONSIBLE                                      | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA   |
|---|---|--|---|-----------------------------|--|
| <p><b>Improve the delivery of information to pupils and parents with a disability</b></p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Induction loops where necessary in classrooms</li> <li>• Pictorial or symbolic representations</li> <li>• All teachers to use appropriate materials in lessons which enable those with disabilities to fully access the Curriculum.</li> <li>• The school website will be updated to include details for students, staff, visitors and parents/carers on disability and equality provisions in school as well as signposting to external agencies.</li> <li>• Letters altered to suit 'read aloud' technology for vision impaired parents</li> </ul> | <p>Add detail of provisions and signposting for disability and equality issues in both school and the community.</p> <p>Add welcome information in main languages spoken in school on school website offering letter translation if needed</p> | <p>Head teacher, Inclusion lead and Computing lead.</p> | <p>On-going</p>             | <p>Improved communication and understanding of the school's provisions as well as support for students/ parents/ carers/ staff outside of school with disability concerns.</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 FPC committee

#### **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
- Supporting pupils with medical conditions policy