

Accessibility plan

Street Lane Primary School



Approved by:	Local Governing Body	Date: September 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including children and staff

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Short term</p> <p>Get advice and support from area SEND team to support individual needs.</p> <p>Long term</p> <p>curriculum review</p> <p>To review all school visits and trips to ensure that they are accessible for all children</p>	<p>Multi- agency meetings to support curriculum needs for identified pupils. Resources renewed as and when required</p> <p>Pupil progress to be tracked termly. Pupil progress meetings against appropriate bench marks.</p>	CC and NC CC and NC	As and when required	Identified pupils will have increased access to the curriculum. All school visits and trips need to be accessible to all pupils.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • One entrance with no steps • Same level site • Ramp from the pod and fire exit in Owls Classroom 	<p>To improve and maintain access to the physical environment. PLEASE NOTE THE SCHOOL DOES NOT HAVE A CAR PARK NO DISABLED PARKING</p>	<p>Review needs of children and the school community to ensure the school staff & governors are aware of access issues (access meaning access to and access from. .</p> <p>Create access plans for individual disabled children as part of the SEND process. .</p> <p>Ensure staff and governors can access areas of school used for meetings. .</p> <p>Reminders to parents and carers, to let us know if they have problems with access areas of school. .</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan_ is prepared and reviewed if someone at school (pupil of adult) becomes physically impaired.</p>	<p>Cc and NC</p>	<p>As and when required</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff and governors are confident that their needs are met. .</p> <p>Continuously monitored to ensure any new needs arising are met. .</p> <p>Parents have full access to all areas of school. . Individual Pupil Education Plans are prepared and reviewed as individual needs change</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible.</p> <p>This includes: - Internal signage - Large print resources - Pictorial or symbolic representations</p>	<p>Long term plan is to improve signage to improve the delivery of information to pupils with disability.</p>	<p>Review needs of the school community to ensure that we can target focus improvements. - Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges, - Check exterior lighting is working on a regular basis. - Continue to check flashing beacons that signal fire alarm activation regularly.</p>	<p>NC</p>	<p>As and when required</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.</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 reviewed by The Governing Body and Natasha Austin-Cooke

It will be approved by The Governing Body and Natasha Austin-Cooke

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
- SEND policy
- Supporting pupils with medical conditions policy