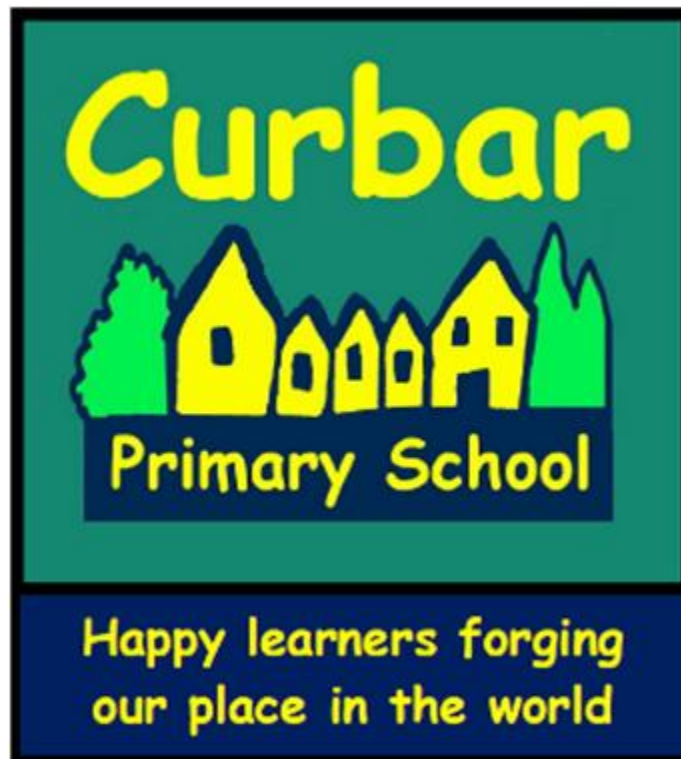


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# Accessibility Policy and Plan



Reviewed/Adopted:	May 2023
Next Review Date:	May 2024
Review Frequency:	Every year
Reviewed By:	RM

## The Purpose of the Plan

This plan shows how Curbar Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. It will show how we plan to increase access for disabled pupils to the curriculum (including after-school clubs and school visits), the physical environment and to improving the delivery of written information.

At Curbar Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils. There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

Curbar Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Curbar Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- ✓ Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010) this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- ✓ Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- ✓ Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Curbar Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour for Learning Policy
- Curriculum Policies
- Critical Incident Plan
- Health and Safety Policy
- School Improvement Plan

- Special Educational Needs Policy
- Equality and Diversity Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Board.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary every two years (duration of the plan). Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were consulted with:

Headteacher  
SENCo  
School Business Officer  
Governing Body

### **The School's Context**

Curbar Primary school is a mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of several buildings. The ground floor of the main building is fully accessible. The library on the second floor is only accessible by stairs.

The Beehive, a modern modular building at the back of the school, is only accessible by steps or steep slopes and outdoor paths via the back of School House.

School House has two floors and the second floor is only accessible by stairs.

The main gate onto the playground, where children enter and exit each day, has two large steps.

## Plan A - Improving Physical Access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<p>Ensure the school staff &amp; 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 (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	Ongoing As necessary	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs</p> <p>All staff &amp; 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 o PEEPs are prepared and reviewed as individual needs change</p>
Maintain safe access around interior of school	Ensure corridors, doorways and points of egress are clear	Ongoing	All pupils can access areas of school easily and safely
Maintain safe access around exterior of school	Ensure pathways and outdoor areas are clear of vegetation and safe	Ongoing	All pupils can access areas of school easily and safely

## Plan B - Improving Curriculum Access

Target	Strategies	Timescale	What will success look like?
Differentiation in Teaching and Learning	Leadership to monitor quality of differentiation and provision for SEND pupils.	Ongoing	All children can access appropriate learning and make progress

<p>Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities</p>	<p>Thorough planning. Advance visits. Careful risk assessment including for individuals if necessary.</p> <p>Consultation with EVC/HT. Meeting with parents as part of the risk assessment.</p>	<p>Ongoing</p>	<p>All children can access trips and residential visits</p>
<p>Ensure that after-school clubs are accessible for all pupils.</p>	<p>Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary.</p> <p>Make physical adaptations as required. with parents of children with dietary needs.</p>	<p>Ongoing</p>	<p>All children can access after school clubs</p>
<p>Effective use of resources &amp; specialised equipment to increase access to the curriculum for all pupils</p>	<p>Strategic deployment of support staff</p> <p>Use of ICT e.g.: Clicker &amp; voice activated text</p> <p>Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys...</p> <p>Ensure specialist services are engaged e.g. Speech and language, Autism Outreach etc.</p>	<p>Ongoing</p>	<p>Positive impact on pupil progress</p> <p>Barriers to learning are removed by use of apps such as Clicker 7</p>
<p>Adaptations to the curriculum to meet the needs of individual learners</p>	<p>Pastoral support (e.g. Woodland Group, Forest School, Changing Lives Service), timetable adaptations</p> <p>Individual programmes e.g. speech and language therapy programmes</p> <p>Specific training in word processing skills through Dance Mat touch type</p> <p>Use of access arrangements for assessment/National tests</p>	<p>Ongoing</p>	<p>Positive impact on pupil progress</p> <p>Positive impact on pastoral progress</p>
<p>Effective communication and engagement with parents</p>	<p>Termly meetings with parents/carers</p> <p>Termly consultations</p> <p>Annual Review meetings with SENCo for EHCP</p>	<p>Ongoing</p>	<p>Parents/carers fully informed about progress &amp; engage with their child's learning</p>

	Individual Support Plans		
Make sure the village hall (is accessible)	Keep up-to-date with the parish council about the use of the village hall and any potential changes/ uses which could impact on the ability for a disabled child or member f staff to use the hall	Ongoing	All pupils are able to use the VH

### Plan C - Improving the Delivery of Written Information

Target	Strategies	Timescale	What will success look like?
Availability of written material in alternative formats when needed or specifically requested	<p>Letter and newsletters emailed to parent/carers</p> <p>Improve availability of information for parents – display appropriate leaflets for parents to collect</p> <p>Key content published on school website</p> <p>Provided translated documents where appropriate</p> <p>The school will make itself aware of the services available for converting written information into alternative formats.</p>	Ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment as necessary	<p>Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation</p>	As required	Pupils are able to access all written information