



Accessibility Plan

Version Number	Date agreed by Governors	Date of review	Headteacher	Chair of Governors
2	17 th February, 2022	Spring term 2023	Leanne Nesbitt	Alison Barron

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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 want to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, parents and visitors with a disability. This plan will be reviewed and reported on annually and updated every three years.

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 appreciates the information and support from the partnership we have with Durham LA 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 pupils, parents, 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 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.

3. Action plan

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

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Short Term</p> <ul style="list-style-type: none"> • Ensure pupils with SEND have the opportunity to participate in competitive sport • Ensure full access to the wider curriculum for pupils with Specific learning Difficulties • Ensure effective transition for pupils joining the school who have SEND <p>Medium Term</p> <ul style="list-style-type: none"> • Ensure a range of extended school activities are fully accessible to all pupils, especially those with SEND <p>Long Term</p> <ul style="list-style-type: none"> • Provide accessible resources to extend learning during breaktimes 	<ul style="list-style-type: none"> • Highlight Sports people with disabilities as role models • Sign up for competitive events • Specific learning Difficulties CPD • Pupil & staff interviews • Monitoring Cycle • Liaise with Nursery providers for new intake • Liaise with previous schools and ensure all necessary information is provided. • Consideration when planning extended school activities • Monitor participation using Arbor • OPAL action plan • Accessible OPAL Zones outdoors • Look for funding opportunities • Quiet areas for children with sensory processing difficulties • Focused activities for children with SEMH difficulties 	<p>MD (DHT)</p> <p>LN (HT & SENDCO)</p> <p>LN (HT & SENDCO)</p> <p>KY (Extended Schools leader)</p> <p>MD & OPAL Leadership Team</p>	<p>By Feb 2025</p>
<p>Improve and maintain access to the physical environment</p>	<p>Short Term</p> <ul style="list-style-type: none"> • To ensure that the physical environment of school meets the needs of all members of the school 	<ul style="list-style-type: none"> • Accessibility surveys, pupil, parent and staff voice • Pull handle for Group room 	<p>HT</p> <p>HT/ SM</p>	<p>By Feb 25</p>

	<p>community</p> <ul style="list-style-type: none"> • Ensure visually stimulating environment that is accessible for all • To ensure that the medical needs of all pupils and staff are met fully within the capability of the school. <p>Medium Term</p> <ul style="list-style-type: none"> • To continue to improve community links and accessibility to sport for pupils with SEND <p>Long Term</p> <ul style="list-style-type: none"> • To improve the physical environment with a designated space for first aid/ medical treatment • To ensure all aspects of school are accessible to parents with SEND as and when necessary 	<ul style="list-style-type: none"> • Risk assessments & PEP's in place where necessary • Displays in classrooms that support and enhance learning. • Text that is large and clear enough to be read easily • Displays that are representative of a range of needs and abilities • Use of communicate in print resources around the environment if necessary • Labels supported by pictures <ul style="list-style-type: none"> • Staff receive updated medical training • School to continue to have strong links with schools and organisations in Durham Authority and the wider community. • Specific guidance to parents to refer them to the Local Offer and support to access Family Information Service Website <ul style="list-style-type: none"> • Liaise with School Building Management/ Places team at LA authority • Carry out disability access review if any future plans for changing the building are made 	<p>HT/SBM</p> <p>Ts/ Tas</p> <p>HT</p> <p>HT/SENDCO</p> <p>HT/ SENDCO</p>	
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Short term</p> <ul style="list-style-type: none"> • Ensure that school communications are easily accessible for parents and pupils, • Ensure written information around school is easily accessible • Ensure parents know how to access further support beyond school <p>Medium Term</p> <ul style="list-style-type: none"> • Ensure that pupils who have difficulty recording their learning have alternative methods available <p>Long Term</p> <ul style="list-style-type: none"> • To continue improve communication for any member of the school community who has sensory impairment 	<ul style="list-style-type: none"> • The school Newsletter becomes short more regular messages on Dojo rather than a longer piece of text/ busier page • Use of pictures/ visual prompts • Electronic communication via app • Use of pictures/ symbols to support text • Font type and size enable information to be more easily read • Use of symbol software (Communicate in Print) • Refer parents of Durham Local Offer for SEND and Inclusion • Provide information to help parents to contact SENDIASS • Adults provide support to scribe ideas • Alternative methods of recording investigated • Use of Clicker • Continue to maintain positive relationships with parents where their views and contributions feel valued • Liaise with LA SEND Advisory team as and when necessary. 	<p>HT/ SBM/ Teachers</p> <p>Ts/Tas</p> <p>HT/SENDCO</p> <p>T/Tas/ SENDCO</p> <p>All staff</p> <p>HT/ SENDCO</p>	<p>By Feb 25</p>
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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 Headteacher and Governing Body.

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
- SEND & Inclusion Policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy