

# Accessibility Plan

## Long Wittenham C.E. Primary School

*This plan supports the school vision  
Caring For Others And Courageously Striving For Excellence*



**Last reviewed:** 29<sup>th</sup> December 2021

**Next review due by:** July 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.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Support learners with particular needs
- Make sure that the school is accessible to all

Our curriculum is values-led; it intends to:

- Promote pupils' understanding of, and commitment to, our school values; *compassion, resilience, trust*
- Support pupils' spiritual, moral, social and cultural development; including their understanding of right and wrong, of equal opportunities for all and of the school learner behaviours – to be *aspirational, community-minded, curious, determined and independent*

Our curriculum supports the school vision *Caring For Others And Courageously Striving For Excellence*; it intends to:

- Provide a broad and balanced education for all pupils that is carefully planned and sequenced to extend knowledge and skills for future learning and employment
- Provide opportunities for all pupils to experience and participate in arts and culture and to build confidence, character and resilience through creativity
- Enable pupils to develop subject-specific knowledge and skills, and understand concepts to the best of their ability, and to be able to choose and apply these effectively
- Ensure access to learning for all pupils, with high expectations and appropriate levels of challenge and support
- Promote reading for purpose and for pleasure
- Equip pupils with the knowledge and cultural capital they need to succeed in life

Our curriculum is rooted in developing an understanding of our community, our country and our world, it intends to:

- Support pupils' understanding of their developing world, including how their environment and society have changed over time, and Britain's cultural heritage

Our curriculum fosters in pupils the characteristics of effective learning; it intends to:

- Promote a positive attitude towards learning, the development of a *growth mindset* and independent learner skills
- Promote open-mindedness and diversity, and provide opportunities for pupils to develop their own thinking

Our curriculum fosters in pupils the attitudes, skills and knowledge to enable them to take their place as caring global citizens of the 21st Century; it intends to:

- Enable pupils to develop self-confidence together with the ability to live and work co-operatively with others

- Support pupils' physical development and responsibility for their own health, and provide opportunities to be outdoors in natural environments
- Enable children to make a positive contribution to society and develop an understanding of global citizenship

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 locality and other 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 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. 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 governing board

## 4. 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
- Supporting pupils with medical conditions policy

## 5. 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	DEADLINE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils</li> <li>Resources include some examples of people with disabilities</li> <li>Our curriculum is reviewed so that it meets the needs of all pupils</li> <li>We use resources to meet the needs of pupils to support access to the curriculum <i>and</i> progress is tracked for all pupils, including those with a disability <i>and</i> targets are set effectively for pupils with additional needs</li> </ul>	<p>Improve use of pupil voice to ensure the curriculum is effectively differentiated</p> <p>Increase the visibility of people with protected characteristics including disabilities</p> <p>Ensure pupils with additional needs are provided with the support they need</p>	<p>See actions and success criteria SDP (4)</p> <p>Continue to review and improve the curriculum</p> <p>Continue to monitor and take action as necessary</p>	<p>HT and school staff</p> <p>HT and school staff</p> <p>SENCo and school staff</p>	July 2022	<p>Evidence that the curriculum is differentiated affectively</p> <p>Evidence that the visibility of people with protected characteristics has been increased</p> <p>Evidence pupils with disabilities make good progress</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils; this includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> </ul>	<p>Ensure ramps and steps are kept clear of trip hazards.</p> <p>Ensure door closures provide minimum resistance.</p> <p>Remove obstructions on escape routes daily</p>	<p>Check ramps and steps are kept clear of grit and gravel and surfaces are kept in good condition</p> <p>Check door closures regularly and adjust.</p> <p>Check exits are not obstructed</p>	Designated school staff	Daily checks	<p>Ramps and steps are kept clear of grit and gravel</p> <p>Doors open easily</p> <p>Emergency routes are clear</p>
Improve the delivery of information to pupils with a disability	Our school has access to a range of communication methods to ensure information is accessible to all pupils	Ensure that information is accessible	Continue to monitor and take action as necessary	SENCo and school staff	In response to needs	Evidence that information is accessible to all pupils

