

Inspire Partnership Academy Trust

Elaine Primary School

Accessibility Plan

DATE APPROVED BY CEO:

**7th November 2022**

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## 1. AIMS

- 1.1. 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
- 1.2. 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.
- 1.3. Elaine Primary School is a values-based school with the school values of Respect, Friendship, Excellence, Responsibility, Collaboration & Resilience.
- 1.4. The plan will be made available online on the school website, and paper copies are available upon request from the School Office.
- 1.5. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6. The school supports any available partnerships to develop and implement the plan.
- 1.7. The school takes into account Medway Local Authority's guidance.
- 1.8. 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.
- 1.9. 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

- 2.1. 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](#).
- 2.2. 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.
- 2.3. 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.
- 2.4. 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.
- 2.5. This policy complies with our funding agreement and articles of association.

## 3. ACTION PLAN

3.1. 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	Timeframe	Success criteria
Increase access to the curriculum for pupils with a disability	Training for teachers on differentiating the curriculum.	Review CPD offer for the year and ensure half termly sessions are focused on planning for all children including SEN.	Leadership team/SENCO	Ongoing	Teachers will feel confident in differentiating the curriculum  Children will have appropriately pitched learning throughout the curriculum.
	All out of school activities are planned to ensure the participation of the whole range of pupils.	Appropriate risk assessments are completed in timely manner for any excursions or out of school activities. These plans will ensure that routes and destinations are accessible for all.	Class teachers/ leadership team	Ongoing	All children will safely access all extra-curricular and out of school activities.
	Classrooms are optimally organised to promote the participation and independence of all pupils	Monitoring of classroom spaces  Ensure children's needs are accounted for in the classrooms e.g visual needs means children are closer to the front etc.	Class teachers/ Leadership team/ SENCO	Ongoing	Children will independently access the learning environment

Aim	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>Availability of physical aids for accessing the curriculum and environment</p>	<p>The school will ensure that they are familiar with LA offer for physical aids in schools through partnership with outreach services.</p> <p>Disabled toilets with appropriate necessary adaptations</p>	<p>SENCO/ Premises team</p>	<p>Ongoing</p>	<p>All children will have the appropriate resources and equipment to meet their needs.</p>
	<p>Access to school for those with physical disabilities</p>	<p>Disabled parking spaces available on site and saved</p>	<p>Premises team/ Leadership team</p>	<p>Ongoing</p>	<p>Those who need to a</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Availability of written material in alternative formats</p>	<p>The school will ensure it is aware of the services available through the LA for converting written information into alternative formats</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>The school will be able to provide written information in different formats when required for individual purposes</p>
	<p>Make available school prospectus, newsletters and other information for parents in alternative formats</p>	<p>Review all current school publications and promote the availability in different formats for those that require it</p>	<p>Leadership team</p>	<p>Ongoing</p>	<p>All school information available for all.</p> <p>Awareness of target group will be raised and all staff will be confident in discussing varied communication systems.</p>

Aim	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
	Raise the awareness of adults working at and for the school on the importance of good communications systems	Arrange training courses.	Leadership team/ ELT	Ongoing	All staff will confidently use a range of communication systems to support children with varying needs.

#### 4. MONITORING ARRANGEMENTS

- 4.1. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.  
 It will be approved by the Trust Leader (CEO).

#### 5. LINKS WITH OTHER POLICIES

- 5.1. 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