

Walton Primary Academy Accessibility Plan

Approved by:	Tony Harpham	Date:	November 2020
Last reviewed on:	September 2020		
Next review due by:	September 2022		

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.

At Walton Primary Academy we aim to develop a strong understanding of mutual respect, tolerance and empathy. We ensure that the school site and curriculum is accessible and relevant to the needs of every individual. We promote respect for others and this is reiterated through the work in the playground, classroom, learning skills and on the sports field. The pupils know and understand that it is expected that respect is shown to everyone, whatever differences we may have.

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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

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 and the headteacher.

4. 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
- 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Curriculum resources will include examples of people with disabilities.	Order resources which include examples of people with disabilities e.g. reading materials	Reading Lead Inclusion Lead	Spring 2021	Resources visible in school.
Improve and maintain access to the physical environment	<p>The school site was designed to be wheelchair accessible. It is a one storey school and the playground can be accessed via slopes.</p> <p>The environment is adapted to the</p>	Personal Evacuation Plans are reviewed and updated annually or as necessary for disabled pupils and/or staff.	Annual reviews of PEPS	SENCO	ongoing	PEPS match the access requirements of disabled pupils and/or staff.

	<p>needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Visual fire alarm system that can be seen from toilets 	.				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Visual overlays • Braille • Pictorial or symbolic representations 	<p>Hearing loop installed as and when required.</p>				
<p>Improve the delivery of information to parent/carers/staff with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Large print resources (on request) • Paper copies of policies 	<p>Hearing loop installed as and when required.</p>				

	(on request)					
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey	NA		
Corridor access	Wide corridors that are kept clear	NA		
Lifts	NA	NA		
Parking bays	Two designated bays which are clearly labelled and used appropriately.	NA		
Entrances	Wheelchair friendly	NA		
Ramps	No ramps as building and grounds are fully accessible	NA		
Toilets	Two designated disabled toilets, one with shower and changing facilities	Ensure pupil toilets are not gender assigned. Check and change signage. Communication with school community	Inclusion Leader	Autumn 2 2020
Reception area	Wheelchair friendly	NA		

Internal signage	Braille is in designated areas e.g. cloakrooms, disabled toilets	Check and change signage for classroom toilets	Inclusion Leader	Autumn 2 2020
Emergency escape routes	Ample emergency escape routes that are kept clear	Regular, random checks and reminders that cloakroom escape routes are clear. HT to carry out during learning walks	Head Teacher	ongoing
Forest School	The entrance and exit are accessible and paths are accessible for outdoor chairs	As part of session safety sweep check path access	Forest School Leader	ongoing