

Copeland Road Primary School

Accessibility Action Plan



September 2019

Review September 2022

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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.

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.

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.

3. 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	Evaluation
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils. 	<p>Monitor resource different needs with subject coordinators (ST)</p> <p>Ensure all pupils are assessed for their needs and appropriate adjustments are identified where possible (ST)</p> <p>Monitor all tracking and curriculum targets on a on a termly basis (ST)</p> <p>Ensure any SEND support is identified and monitored (ST)</p>	<p>Arrange for discussion of resources to be on the staff meeting agenda (Termly)</p> <p>Identify any additional resources or equipment and purchase in response to staff discussions (termly)</p> <p>Track all progress and review all children (Termly)</p> <p>Identify through Support Plans (Termly)</p>	<p>HT & Teaching Staff</p> <p>HT & Teaching Staff</p> <p>HT & SENCo with Teaching Staff</p> <p>HT & SENCo with Teaching Staff</p>	<p>At the end of each term</p> <p>At the end of each term</p> <p>At the end of each term</p> <p>To coincide with Support Plans reviews</p>	

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps into the main entrance • Portable ramps into rear of school • Lift into the quadrangle classrooms • Corridors are wide to enable wheelchair access • Disabled parking bay in the car park • Disabled toilets and changing facilities for pupils and staff 	<p>Ensure signage around the entrances and exits are clear (ST)</p> <p>Ensure permanent and portable ramps are in good condition</p> <p>Maintain & Monitor Lift Checks (ST) Ensure corridors are accessible (ST)</p> <p>Ensure disability parking bay is well marked (MT)</p>	<p>HT to check signage with H & S Governor and identify possible upgrades</p> <p>Access costs of possible long term permanent ramps at rear of school (LT)</p> <p>Ensure corridors are free from any clutter</p> <p>Monitor parking bay - repaint if necessary</p>	<p>HT & H&S Governor</p> <p>HT & Finance Committee to obtain quotes</p> <p>On-going - all staff</p> <p>HT & Caretaker</p>	<p>End of summer term 20</p> <p>End of summer term 20</p> <p>On-going monitoring</p> <p>Annually - Summer Term</p>	
<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 • Large print resources • Pictorial or symbolic representations 	<p>To ensure signage is appropriate for its purpose</p> <p>To ensure signage is easy to access</p> <p>To ensure reading materials meet all children's needs</p>	<p>HT & H&S Governor to assess signage</p> <p>HT & staff to discuss printed materials and children's needs at staff meetings</p>	<p>HT & H&S Governor</p> <p>HT & Teaching Staff</p>	<p>On-going monitoring</p> <p>On-going monitoring</p>	

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 governing body following liaison with staff, pupils, parents and staff.

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
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

L Kidd
Headteacher
Sept 2019

Appendix 1: Accessibility audit summary

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridors	Various corridors around school	Ensure all corridors have wide access and are not blocked	All staff	On-going
Doors	All entrance	Ensure doors can be opened by pupils/staff	LK & CH	On-going
Lift	Small lift in quadrangle.	Ensure this is regularly maintained and tested.	LK & CH	On-going
Parking bays	Single bay in car park	Ensure markings are clear.	LK & CH	On-going
Entrances	Front and rear	Ensure area is free of hazards and is well lit.	LK & CH	On-going
Ramps	Front of school/quadrangle	Ensure ramps are free of hazards.	LK & CH	On-going
Toilets	Disabled toilet	Ensure access to toilet	LK & CH	On-going
Internal signage	Emergency signage	Ensure this is available in all rooms and is clear	LK & CH	On-going
Emergency escape routes	Various routes around school	Ensure routes are not blocked and that they are well marked by clear signage	LK & CH	On-going