



High Coniscliffe CE Primary School Accessibility Plan

Date adopted: September 2024

Approved by: Headteacher

Next Review: July 2027

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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 Dove Academy Trust supports any available partnerships to develop and implement the plan.

Our Trust'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 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 The Dove Academy Trust funding agreement and articles of association.

3. Action plan

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

Aim:	Actions to be taken:	Success criteria:	Person responsible:	Monitored by:
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> To complete reviews of differentiation through planning, work scrutinies, pupil voice and teaching styles IEPs and Education, Health and Care Plan to give details of necessary support and specialist equipment Annual audits to identify resources that are not up to date, accessible or used and need review All staff to use assessment routines that track all pupils which feed into pupil progress reviews and where appropriate SEN reviews 	<ul style="list-style-type: none"> An adaptive and differentiated curriculum for all pupils is offered. The curriculum is reviewed to ensure it meets the needs of all pupils. Resources are 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. 	<p>Class Teachers</p> <p>SENDCO</p>	<p>Headteacher Local Governing Body</p>
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> To ensure recommendations from professionals are implemented To ensure that Health and Safety audits include accessibility reviews 	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Corridor and door width Disabled parking bays Disabled toilets and changing facilities 	<p>SENDCO Headteacher</p>	<p>Headteacher / Health and Safety Governor</p>

<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • To use visual timetables where necessary • To source specific reference, textbooks and exercise books to meet all children's needs 	<p>School uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>SENDCO</p>	<p>Headteacher</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.

Approval for this policy has been delegated by the Local Governing Body to the Headteacher and will be reviewed every three years.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible
Number of storeys	1	none	
Corridor access	Some potential restrictions due to age of the school but all doors of adequate width	Ensure all staff are aware of potentially inaccessible areas: Class 3 and 4 corridors	Office Manager Headteacher
Lifts	0	n/a	
Parking bays	2 disabled bays	Improve external signage Remind parents / carers of location and users	Office Manager Headteacher
Entrances	1 main entrance - automatic operated door into lobby followed by another automatic door into main corridor.	Signage showing direction of door opening motion	Office Manager Headteacher
Ramps	1. Providing access to the main entrance. 2. Providing access to main playground and field	None	
Toilets	1	None	
Reception area	Entrance straight into main corridor 2 seats, low unit	Provide low level areas for signing in	Office Manager Headteacher
Internal signage	Each room labelled	None	
Emergency escape routes	All clearly marked, emergency lighting, audio and visual fire alarm	Address any issues raised by Health and Safety audits	Office Manager Headteacher