



HIGH LANE PRIMARY SCHOOL

Accessibility Policy and Plan

Date policy was agreed with Governors	Summer 2019
Review Date	Summer 2022 (or earlier if necessary)
Person(s) Responsible	Headteacher
Signed:	Date:

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a safe, happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

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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, including 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.

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an appropriately 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>Liaison with external services and agencies regarding individual pupils.</p> <p>We deploy teaching assistants effectively to support children's needs and deliver research based interventions, including those to support physical development</p> <p>We ensure that access arrangements are made for SATs, such as extra time, reader and amanuensis when appropriate.</p>	<p>Ensure curriculum remains accessible to all pupils</p>	<p>Evaluate the needs of new pupils joining the school or emerging developing needs and adapt the curriculum, environment and communication systems as appropriate</p>	<p>HT and Govs</p>	<p>As necessary</p>	<p>School responds to new need so that curriculum remains accessible to all</p>

	<p>Individual are plans in place to support learning. Progress is monitored termly</p> <p>Increasing parental engagement with identification of need and removal of barriers.</p> <p>We ensure that school visits and trips are accessible and inclusive of all pupils and risk assessments are carried out.</p> <p>We have a programme of ongoing staff training which addresses a range of support programmes and methods for children with SEN or disability</p> <p>Development of mutual support and understanding between colleagues in working with pupils with disabilities.</p> <p>Engagement in specific activities where pupils with disabilities can represent the school in team activities</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils and staff as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps (Nursery) • Corridor width • Disabled toilet • Wheelchair/disability access to the office, hall and general parts of the ground floor school building. • Carpeting to facilitate favourable acoustics in some areas of 	<p>Ensure the school environment remains accessible to all pupils and staff</p>	<p>Evaluate the needs of new pupils joining the school or emerging developing needs and adapt the curriculum, environment and communication systems as appropriate</p> <p>Evaluate the needs of staff with disabilities and adapt systems and the environment as</p>	<p>HT and Govs</p>	<p>At least annually</p> <p>As necessary</p>	<p>Strategies are put in place to ensure access for all before a pupil starts at the school</p> <p>Environment is adapted appropriately to meet the needs of staff with disabilities</p>

	<p>school.</p> <ul style="list-style-type: none"> • Risk assessment carried out for pupils in Y5 and Y6 with mobility issues and, if necessary, the class to be taught on a lower level. • Library shelves at wheelchair-accessible height • Parking available in staff car park • Handrails on stairs and in disabled toilet 	<p>Improve accessibility to areas of the school with limited access</p> <p>Improve parking around school</p>	<p>necessary</p> <p>Consider applying for additional funding to improve access to infant department from the playground (eg via ramps)</p> <p>Request disabled parking space is marked on Andrew Lane by Stockport Council</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. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources as necessary • Braille as necessary • ClassDojo/Parentmail • School website 	<p>Ensure the delivery of information remains accessible to all pupils and staff</p>	<p>Evaluate needs of new intake and their families as necessary</p>	<p>HT and Govs</p>	<p>At least annually</p>	<p>Strategies are put in place to ensure access for all before a pupil starts at the school</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 Resources Committee

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 (SEND) policy and information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Evaluate accessibility for pupils or staff with mobility issues as necessary	HT	
Corridor access	3 x points of access to main corridor from playground or front entrance, including 2 x double doors. Infant corridor access through reception classroom	Plan for access to infant corridor for wheelchair users as appropriate	Classteachers/HT	
Lifts	0			
Parking bays	Families with access needs are invited to use the staff car park		HT	
Entrances	All areas of lower floor accessibly. Upper floor is not currently accessible to wheelchair users or individuals with limited mobility	Ensure plans are in place to allow meetings and discussions with parents to be carried out on lower floor for parents with accessibility needs Ensure staff training is always on the ground floor	HT	
Ramps	1 – Nursery entrance			

Toilets	1 x disable toilet + pupil and public toilet on ground floor			
Reception area	Accessible			
Emergency escape routes	Accessible	Users with limited mobility must evacuate through Reception classroom from Year 1 and 2 classrooms in the event of an emergency. To be communicated to affected individuals as appropriate on entry to the building	HT/ PTFA	