



Adwick Primary School

Accessibility Plan

1	Summary	Accessibility Plan	
2	Responsible person	D Dukes	
3	Accountable SLT member	D Dukes	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy		
6	Who has been consulted and recommended policy for approval	LGB	
7	Approved by and date	LGB 11.11.24	
8	Version number		
9	Available on	Trust website	<input type="checkbox"/> Y <input type="checkbox"/> N
		Academy website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	As listed in policy	
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	Autumn 2024	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	

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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 School's Context

We are a maintained school for children / young people who age from 3 years to 11 years. The school comprises of 2 buildings on two different sites, covering average sized site, of one storey construction.

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.

Adwick Primary School's Vision Statement

For all of our pupils to have social and academic competence for successful 21st century living in their community and beyond.

Adwick Primary School's Design Principles

- **Our character values are our culture and ethos**
 - We actively refer to our character values, in context, every day, using them as a framework for our conduct.
 - We only use positive language and challenge others when this is not the case.
 - We form positive relationships with everyone.
 - We proactively promote good behaviours for all pupils, regardless of need.
 - We allow pupils to put their mistakes right, including apologies and pledges.
 - We hold each other to account for our conduct (pupils and all staff).
- **Pupil and staff agency, voice and leadership**
 - We ensure everyone has a voice.
 - We promote 'voice and choice' for all pupils and staff.
 - We empower pupils and staff.
 - We build pride in the school, and the local and wider community.

- We hold daily pupil 'team' meetings and regular staff team meetings for all staff.
- We have pupils and staff as design partners.
- We are all leaders - leading our own learning and areas of responsibility.

- **Equity**
 - We treat everyone individually so that they are treated 'fairly', as our holistic needs are all different.
 - We know our pupils, parents and staff well in order to meet their individual needs.
 - We ensure the quality of education that we offer is equitable so that every pupil can reach their full potential.
 - We use a range of behaviour correction strategies that meet individuals' needs.
 - We support the well-being of pupils and staff.

- **We are all learners –pupils and staff**
 - We are a 'team' that works together to achieve common goals.
 - We take risks to achieve more.
 - We learn through exploration and enquiry.
 - We learn from each other through collaboration (internal and external), reflection and peer challenge.
 - We are an outward facing school, through collaboration, research and enquiry.

- **High quality and purposeful 21st Century Learning**
 - We create purposeful, high-quality work and end products we are proud of.
 - We learn naturally across subjects, from enquiry through to presentation, to real audiences.
 - We take time and effort to draft, redraft and critique our work (pupils and staff).
 - We connect pupils' studies to the world through visits, community projects and consultation with outside experts.
 - We use relevant technology, which is integrated into the curriculum.
 - We have a high quality learning environment where adults' modelling, pupils' work and other artefacts are created and displayed.

Adwick Primary School's Character Values

- **Compassion**
- **Integrity**
- **Courage**
- **Respect**
- **Ambition**

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, the complaints 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 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.

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
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 resources include examples of people with disabilities</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>	<p>Short term: Continue to ensure availability of different materials to support current learners' access to the curriculum e.g. enlarged texts, use of ICT</p> <p>Medium Term: Regular audits of provision and need</p> <p>Long term: Ensure new ICT purchases support inclusive access.</p>	Enlarged texts and equipment for visually impaired pupils.	Class teachers	On-going	Successful access to the curriculum.
			Seating positions considered for hearing impaired pupils.	Class teachers	On-going	Successful access to the curriculum.
			Learning walks-termly	SENCo/Inclusion Lead	Termly	Resources in place.
			Resource planning to be approved by SLT	ICT lead/SLT	On-going	Resources support accessibility.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Short term Ensure KS1 playgroup is accessible from classroom for pupils in wheelchairs</p> <p>Medium term Continue consultation with external agencies e.g. Visual Impairment Team, DMBC, to ensure best practice is in place</p> <p>Long Term Accessibility arrangements considered in any potential building renovations</p>	<p>Purchase portable ramps</p> <p>Termly reviews with external agencies e.g. Visual/Hearing Impaired teams</p> <p>Consultation with DMBC Health and Safety to ensure compliance.</p>	<p>Business Manager</p> <p>Class Teachers/SENCo</p> <p>Business Manager/ Headteacher</p>	<p>December 2024</p> <p>Termly</p> <p>As required</p>	<p>Ramp Is purchased and available</p> <p>Plans for individual children created and implemented.</p> <p>Health and safety audit- Good or better</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 board and headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy