

# **ACCESSIBILITY POLICY and PLAN**



**EXCEEDING EXPECTATIONS**

**Review Date November 2022**

The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Warwick Road Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan is drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan contains relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

7. The School's complaints procedure covers the Accessibility Plan.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.
9. An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. This guidance also requires that the Accessibility policy is reviewed every three years. The policy is approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the Headteacher.

Warwick Road Primary School acknowledges that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

### 3-Year Accessibility Plan 2021/2 – 2024/5

Aim	Actions to be taken	Person responsible	Date Action to be completed	Success criteria
<p>Increase the extent to which disabled pupils can participate in the curriculum</p>	<p>Complete a staff audit of knowledge to ascertain what specialist training is required to meet the identified needs of our pupils (e.g. dyslexia, dealing with mental health issues, safer handling, medical needs, autism), contacting relevant outside agencies for support.</p> <p>Plan and carry out staff training as identified in the staff audit (including teaching assistants during TA training time)</p> <p>Monitor training outcomes and implementation of agreements, update staff at weekly staff meetings.</p> <p>Continue to ensure that physical aids are provided for children with specific needs to allow them to access the curriculum.</p>	<p>SENCO Headteacher</p> <p>All staff trained responsible for implementation</p> <p>SLT to monitor</p>	<p>Audits: Autumn Term</p> <p>Staff training: ongoing</p>	<p>Teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum, removing barriers to learning and anticipation.</p> <p>Staff training impacts positively on pupil outcomes</p>
<p>Maintain and review access to the physical environment</p>	<p>Review accessibility plan accordingly, considering reasonable adjustments to premises</p> <p>Edges of external/ playground steps repainted in bright coloured paint for visually impaired adults and children</p>	<p>SENCO Headteacher Business Manager</p> <p>Caretaker</p>	<p>Autumn Term</p> <p>Yearly updated</p>	<p>Learning environments and other areas in school are accessible to all through physical modifications</p>

Improve the availability of accessible information to disabled pupils	Provide information in simple language, symbols large print, braille, audio recordings where appropriate	SENCO All staff	Ongoing	All curriculum materials and information are accessible  All staff identify and address barriers in curriculum materials, resources and planning
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