



Accessibility plan

Ombersley Endowed First School

Approved by:	Caroline Moore	Date: Summer 2020
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Last reviewed on:	Summer 2017
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Next review due by:	Summer 2023
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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.

Ombersley Endowed First School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents. Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff. We are proud of the diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

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 with the Local Authority and Lloyds Educational Trust.

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	Success criteria
Information from pupil data and parents and carers	<i>SEND register updated half termly</i> <i>Census information</i>	Short term: Liase with children and parents entering Reception class and Preschool Medium term: To provide parents with information about the school's duties in relation to disabilities Long term: Consult parents and children about provision for disability	Transition meetings Check and update information leaflet Parent consultation group Pupil questionnaire	CM	Summer 2021	Successful transitions to school and Preschool Parents are informed and happy with the provision at school Feedback from consultation acted upon.

Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>Curriculum resources include examples of people with disabilities.</i> <i>Curriculum progress is tracked for all pupils, including those with a disability.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs whilst remaining aspirational.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i> <i>Work with outside to ensure quality of provision</i> <i>Awareness of difference built into PSHE curriculum.</i>	Short term: Carry out accessibility audit Review PSHE scheme Medium term: Review needs of children within school and the provision that they require with SENDCO Long term: School building to be accessible for pupils with disabilities	Complete up to date accessibility audit Review PSHE scheme to ensure it meets requirement Audit SEND provision	CM/BC	Summer 2021	The school will be accessible to all pupils with disabilities and areas to improve highlighted to premises manager and finance officer.
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i> <i>This includes:</i> <i>Ramps</i> <i>Corridor width</i> <i>Disabled parking bays</i> <i>Disabled toilets and changing facilities</i>	Short term: Carry out accessibility audit. Medium term: Consider needs of all pupils on roll	Carry out accessibility audit Discussions with parents and SENDCO Liase with premises and finance officer	CM/BC	Summer 2020	All examples of adaptations to the physical environment are in place and currently meeting requirements.

	Library shelves at wheelchair-accessible height	Long term: Look to update changing facilities and shelving if required. Increase number of parking bays				
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> - Internal signage - Large print resources - Braille (if required) - Pictorial or symbolic representations	Short term: Review needs of all pupils Medium term: Consider staff training if required Long term: Purchase of adaptive technology	Review of current needs and provision Identify staff training needs	Summer 2021	CM/BC	All children can access teaching regardless of any impairment. Staff working with these children are fully trained and confident in delivering the curriculum in this accessible way.
Management, coordination and implementation of this policy	<i>Discuss children at staff meetings</i> <i>Sharing of good practice</i> <i>Good relationships with parents</i>	Short term: Make update plan available on school website Medium term: Check staff training needs and update training Long term: Update audit annually.	Plan and policy on school website Cluster meetings with other schools Continue to share good practice	CM/BC	Summer 2021	

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.

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
- SEND Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit- May 2020

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	-		
Corridor access		-		
Lifts	0	-		
Parking bays	2	--		
Entrances	Accessible			
Ramps	4- whole building is accessible	-		
Toilets	1 disabled toilet	-		
Reception area	Accessible	-		
Internal signage	-	-		

Emergency escape routes	Accessible	-		
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