

Camrose Primary School Accessibility Plan

2023-2026

Introduction

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.

Equality Act 2010

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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: pupils, parents, staff and governors of the school.

At Camrose Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

1. To provide a happy, stimulating learning environment that caters for the needs of individual children.
2. To encourage pupils to develop lively, enquiring minds and the ability to question and discuss rationally.
3. To encourage pupils to apply themselves to tasks and develop positive attitudes both in their work and in their personal relationships.
4. To provide a broad-based and balanced curriculum that will enable every child to develop their full potential.
5. To help pupils acquire and use their skills of learning and knowledge effectively and efficiently.
6. To develop attitudes of flexibility and adaptability in children.
7. To instil respect for religious, moral and cultural values, tolerance of other races, religions and ways of life, and recognition of the rights of all, irrespective of race, creed, gender or impairment.
8. To instil in children a high level of self-esteem and confidence in their own worth.
9. To develop a sensitivity to the needs of others and develop a positive self discipline.
10. To develop sound, purposeful home-school links based on mutual trust and understanding.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

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.

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

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

Date Agreed by Governors:

This Access Improvement Plan is reviewed every 3 years by the Governors.

Appendix 1 Access Improvement 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
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils	Ensure all pupils continue to make excellent progress towards challenging objectives	Continue to ensure the effectiveness of the curriculum. Regularly review and update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners	SENCO Curriculum Lead	On Going	Increased access to the curriculum Needs of all learners met Parents fully informed
Improve and maintain access to the physical environment	New building opened in September 2015 was specifically designed to meet the needs of all learners	There are no access issues	Continuously review pupil access to ensure a positive impact on learning	HT Kier	On Going	Accessibility of school maintained. Disabled people have independent access to all parts of the school.
Improve the delivery of written information to pupils	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Availability of written material in alternative formats	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	HT / DHT	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats.

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site supervisors	On going
Corridor access	Corridors are wide	Ensure pupil equipment does not block corridor	Headteacher	On going
Lifts	Lift access to all floors	Lifts maintained annually	Site supervisors	On going
Parking bays	Disabled parking bays marked	No action required	Site supervisors	On going
Entrances	Automatic front doors, enclosed lobby, wide doors	No action required	Site supervisors	On going
Ramps	Ramps situated at front and rear of building	No action required	Site supervisors	On going
Toilets	Disabled toilets one 2 levels. Toilets have disabled access and alarms.	Ensure service every 6 months	Site supervisors	On going
Reception area	Accessible to wheelchair users	No action required	Headteacher	On going
Internal signage	Large signs in place.	None required	Headteacher	On going
Emergency escape routes	Fire evacuation plan in place	Ensured alarm tested weekly Termly evacuation drill	Site supervisor Headteacher	Weekly Termly