



Causeway Green

PRIMARY SCHOOL

Accessibility plan March 24

Approved by:

Date: March 2024

Governors

Last reviewed on:

March 2024

Next review due by:

March 2027

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

We are an inclusive school which aims to provide the best support for all pupils. Our accessibility plan coupled with our special education needs and disability policy ensures that every child can participate in our school and access its curriculum.

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. The school works closely with our Inclusion Support Team and provides parents with a Special Educational Needs Information Report, detailing the roles and responsibilities of all staff involved in providing accessible learning in our school.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an adaptive and inclusive curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include people from a diverse group of backgrounds and show examples of people with disabilities • Curriculum progress is robust and tracked for all pupils, including those with a disability • Provision Mapping ensures access to the curriculum • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Subject leaders review accessibility</p> <p>SENDCo review</p>	Annual Review and act upon actions when identified.	Site Manager, SENDCo and SLT	Annually and reviewed according to need

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<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 and electronic ramps in KS1 • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Painted steps – edges and yellow lines across the school. • Physical obstructions painted and identifiable to improve visibility • Glass doors – adaptations made to improve visibility. 	<p>Subject leaders review accessibility</p> <p>SENDCo review</p>	<p>Annual Review of electrical equipment. Termly site walk to identify actions.</p>	<p>Site Manager, SENDCo and SLT</p>	<p>Annually and reviewed according to need</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage (to denote rooms and occupancy) • Large print resources – where necessary • Pictorial or symbolic representations (CIP) 	<p>Subject leaders review accessibility</p> <p>SENDCo review</p>	<p>Annual Review and act upon actions when identified.</p>	<p>Site Manager, SENDCo and SLT</p>	<p>Annually and reviewed according to need</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 reviewed by our SENDco, HT and SEND link governor.

It will be approved by Provisions Committee.

5. Links with other policies

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

- Risk assessments
- Accessibility Plan
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Special Educational Needs and Disability Report.
- Whole School Provision Map
- Supporting pupils with medical conditions policy