

Accessibility Plan

Campton Lower School



Approved by:	Nicky Fletcher
Signed:	
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Next review due by:	23 rd November 2018

1. Aims

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.
- 1.2 The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.
- 1.3 The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. The current Plan will be appended to this document.
- 1.4 The purpose of the plan is to:
 - Increase the extent to which pupils can participate in the school curriculum;
 - Improve the physical environment of school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
 - Improve the availability of accessible information to disabled pupils, staff and visitors;
 - Demonstrate how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.
- 1.5 Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We believe that our key duties are:
 - Not to treat disabled pupils less favourably for a reason related to their disability
 - To increase access to the curriculum for pupils with a disability
 - To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
 - To improve and maintain access to the physical environment of the school
 - To improve the delivery of written information to pupils, staff, parents and visitors with disabilities
- 1.6 The plan will be made available online on the school website, and paper copies are available upon request.
- 1.7 Campton Lower School is committed to ensuring equal treatment of all of 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.
- 1.8 The school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

- 1.9 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.10 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.

2. Legislation and guidance

- 2.1 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.
- 2.2 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.
- 2.3 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.
- 2.4 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. Linked policies

- 3.1 The accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Equal opportunities Policy
 - Health and Safety Policy
 - Special Educational Needs and Disability Policy
 - Supporting Pupils with Medical Conditions Policy
 - Teaching and Learning Policy

4. Reviewing/Monitoring

- 4.1 The Action Plan will be reviewed annually and monitored through the Resource Committee of the Governors.
- 4.2 The plan will be revised every three years

Appendix 1 - Action Plan

Targets	Strategies	Timescale	Responsibility	Success Criteria
Increase access to the curriculum for pupils with a disability				
To ensure that curriculum resources use examples of people with disabilities	Subject Leaders to identify resources linked to their subject areas that will improve disability awareness and understanding.	Ongoing	Subject Leaders	Resources will include examples of people with disabilities
To review the curriculum to ensure it meets the needs of all pupils	Subject Leaders to identify how their curriculum meets the needs of all pupils. Headteacher to use Pupil Progress Meetings, book scrutiny and observation to ensure all pupils receive an appropriate curriculum for their needs.	Termly	Subject Leaders Headteacher	Subject Leaders can demonstrate how their curriculum meets the needs of all pupils. Evidence from progress meetings, book scrutinies and observations support the view that all children's needs are being met.
Ensure all staff have specific training on disability issues	Identify training needs through appraisal and according to pupil requirements	Ongoing	Headteacher/ SENDco	Staff suitably trained to support pupils with specific needs
Ensure disabled children can participate equally during playtimes and lunchtimes.	Provide any necessary training to Support Staff. Support Staff to alert the Headteacher should it seem that a child does not have full access. Regularly audit access at playtimes/ lunchtimes	Termly	Support Staff Headteacher	All children have equal access at playtimes and lunchtimes
Develop links with a special school	SENDco to make contact with a local special school.	Spring Term 2018	SENDco	Staff have access to colleagues who have greater experience in supporting children with disabilities.

Improve and maintain access to the physical environment				
To make provision for the access needs of children, staff and visitors to the school	Create access plans for all disabled pupils.	As required	SENDco Headteacher	Pupil's needs are identified and access arrangements put into place.
To make provision for the access needs of staff and visitors to the school	Identify access requirements and make appropriate provision.	As required	Headteacher	Staff and visitor's needs are identified and access arrangements put into place.
Governors to be aware of access restrictions and arrangements in school	Health and Safety governor to conduct access audit with Headteacher to identify access restrictions.	Annually	H&S governor Headteacher	Governors are informed of access restrictions and arrangements.
Parents to inform the school of any access restrictions that they have encountered.	Annual reminder to parents to inform us if they have any difficulties accessing the school.	Annually	Parents Headteacher	Parents have full access to all areas of the school.
Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis.	Ongoing	Caretaker	Visually impaired people feel safe on school grounds.
Ensure all disabled people can be evacuated safely	Ensure there is a personal emergency evacuation plan for all disabled pupils and that staff are aware of their responsibilities in an evacuation.	As required	Headteacher	All disabled pupils and staff working with them are safe in the event of an evacuation. Constant supervision is in place for all disabled pupils who would require help in the event of an evacuation.
Improve the delivery of information to those with a disability				
Ensure all stakeholders are aware that information can be presented to them in different formats, such as large print size.	Remind parents, staff and governors that they can request information in a more accessible form if required.	Annually	Headteacher	All stakeholders have adequate access to information.