

Accessibility Plan

Ursula Taylor C of E School



Approved by: Victoria Morrall

Date: February 2019

Last reviewed on: March 2023

Next review due by: March 2025

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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.

At Ursula Taylor:

- We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination – within both our school and our community.
- We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, level of educational need or background.
- We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.
- We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- We aim to challenge personal prejudice and stereotypical views whenever they occur
- We value each pupil and staff member's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.

- We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect 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.

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 and families, staff and members of the Governing Body.

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.

This policy complies with our funding agreement and articles of association.

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 |
|---|--|--|---|---------------------------|------------------------------------|---|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Reasonable adjustments are made to allow all children access to the full range of curriculum areas.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>To continue to review the curriculum on offer, including trips, enrichments activities and clubs to ensure that all children are able to access them.</p> | <p>Pre-planning for trips to consider accessibility and any adjustments that may be required.</p> | <p>Class Teacher</p> | <p>As and when required.</p> | <p>All children attend trips where possible.</p> <p>Risk assessments are completed and adjustments are made where required.</p> |
| <p>Improve and</p> | <p>The environment is adapted to the</p> | <p>To provide resources in</p> | | <p>All staff</p> | <p>As and when</p> | <p>Pupils / adults received</p> |

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|--|---|--|---|------------------------------------|---------------------------------------|--|
| <p>maintain access to the physical environment</p> | <p>needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor layout • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Signs and plans to be made available in large print / braille where necessary. | <p>enlarged font or alternative formats when required.</p> <p>Extend the ramp access to the EYFS block. Widen to allow for easy passing and turning by wheelchairs / buggies etc.</p> <p>Include an edge to prevent slipping off the ramped area onto the grass.</p> | <p>Builder to be used to quote for path extension / edging.</p> <p>Gates at the top to be reviewed to see if improved access is possible.</p> | <p>HT SBM SM</p> | <p>required.</p> | <p>enlarged versions where required.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • 'Roga' system for HI support • Pictorial or symbolic representations • Visual timetables, personal plans • Now/next boards / Communication boards. | <p>To review the signage around the school to ensure it is clear, accessible and in a format which is accessible to all.</p> <p>Check disabled toilets to ensure correct signage is in use.</p> <p>Implement signage for Visually impairment if required.</p> | <p>Audit current signage arrangements</p> | <p>HT SBM SM SENCo</p> | <p>By end of the Autumn Term 2019</p> | <p>Correct signs are in place.</p> |

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head teacher and presented to the Governing Body for ratification.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality Policy information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

6. Accessibility Audit

A full accessibility audit has been completed and is reviewed regularly to ensure that site access and children's access to curriculum provision is achieved as full as possible.

The completed audit sheets are available on request and on the school website.

Date for Review: March 2025

