

# Accessibility Plan



<b>Approved by:</b>	Governing Body
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<b>Last reviewed on:</b>	September 2022
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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.

Cornfields School is committed to providing an environment that enables full curriculum and school site access that values and includes all pupils, staff, parents, carers and visitors regardless of their educational, physical, sensory, social and cultural needs. We will take positive action with regard to disability and in the spirit of the Equality Act 2010 aim to develop a culture of inclusion, support and awareness within the School. Our Accessibility plan will show how we aim to make reasonable and timely adjustments to accommodate needs where practicable

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 understand 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 staff and the local 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 and school staff with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil or member of the staff team faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises., availability to use certain medical room facilities or toilets.

### 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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> <li>School staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</li> <li>Access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>Staff and governors can access areas of school used meetings</li> </ul>	To promote and ensure awareness of the need for accessibility for all staff, pupils and visitors	<ul style="list-style-type: none"> <li>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</li> <li>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</li> </ul>	Head Teacher	As required	<ul style="list-style-type: none"> <li>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</li> <li>All staff &amp; governors are confident that their needs are met.</li> <li>Continuously monitored to ensure any new needs arising are met. o Parents have full access to all areas of school</li> <li>PEEPs are prepared and reviewed as individual needs change</li> </ul>
Maintain safety for visually	<ul style="list-style-type: none"> <li>Check if any children have a visual</li> </ul>	Ensuring visual impairment does not	<ul style="list-style-type: none"> <li>To be considered</li> </ul>	Head Teacher	As required	<ul style="list-style-type: none"> <li>Visually impaired individuals are able</li> </ul>

impaired people	<p>impairment resulting in yellow paint being needed on step edges and other edges</p> <ul style="list-style-type: none"> <li>• Check exterior lighting is working on a regular basis</li> <li>• Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if required</li> <li>• Check flashing beacons that signal fire alarm activation regularly</li> </ul>	preclude any individual from accessing the school and facilities.	against each new pupil (including parents/ carers) and staff to assess if these measures are relevant and sufficient.			<p>to access the school and be safe in doing so.</p> <ul style="list-style-type: none"> <li>• No foreseeable accidents occur involving visual impairment issues.</li> </ul>
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	We aim to meet the needs of all pupils with practicable differentiation to tasks and curriculum offered	Audit of curriculum to ensure it recognizes needs and learning goals and any opportunities for adaptation for those with high sensory needs/ communication difficulties in working as part of a group	Head Teacher	Completed. Ongoing assessment and improvement	Curriculum fit for purpose
To support differentiation in specific lessons for pupils with	The curriculum is reviewed to ensure it meets the needs of all pupils and adapted where a pupil with a specific medical	Access to relevant education lessons is planned and consideration given	Review of Health Care and medication plans with reference to specific lessons	Head Teacher	Completed. Ongoing assessment and	Pupils/ staff are accessing appropriate resources as needed on a daily basis

physical or sensory issues	or physical need has to be withdrawn from certain activities	to those pupils with a known disability			improvement	
To ensure that all pupils and staff are adequately and appropriately resourced in order to complete expected work tasks	We use resources tailored to the needs of pupils who require support to access the curriculum.	Resources from different paper colour, sizes, pens, writing slopes coloured overlays, screen protectors, lap weights, appropriate seating, computer software to be accessible to pupils according to their individual EHC plans	Audit of individual provision plans for pupils/ staff and health plans	All Class teachers	Completed. Ongoing assessment and improvement	Pupils' work and progress is achieved and evidences the resources available were adequate and appropriate.
Improve and maintain access to the physical environment for all pupils, Staff and visitors to the school premise	The environment is adapted to the needs of pupils. Staff and visitors as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> </ul>	The school is compliant with SEND disability regulations and the 2010 Equality Act	Classroom audit of access points, movement flow to be undertaken. Whole school site audit of accessibility in terms of <b>visual signage</b> / markers for handrails/ fixtures and fittings disabled parking bays and toilet facilities/ with regard to ease of <b>comprehension of signage</b> and ease of escape/ evacuation routes to be assessed	All Staff –with Class /Subject tutor responsible for leading audit of their teaching base  Property Manager to allocate and resource environmental adaptations With support from SALT team in reference to communication	Completed. Ongoing assessment and improvement	Classrooms are safe, with good signage, visual prompts and clear exits marked and free flowing pathways in classrooms clear of hazard

				via signs		
Recognition of cultural and religious diversity	The School will offer a prayer room for pupils, Staff and visitors requesting need of one for individual worship	Consideration to and information gained re individual's preference and requirements in terms of their daily worship	Prayer room on identified		Completed. Ongoing assessment and improvement	Cultural and religious diversity is acknowledged and celebrated
Improve the delivery of information to pupils/ parents/ staff/ visitors with a disability	<ul style="list-style-type: none"> <li>Pictorial or symbolic representations</li> </ul>	Visual information is recorded in a user-friendly way	Prepare information sheets in varied formats to cover diverse needs in understanding safety information	Progress Engagement guides (PEGS)	Completed. Ongoing assessment and improvement	School sites are communication and sensory friendly



#### **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