



Accessibility plan

Cumberworth C.E First School

Approved by: Finance & Premises Committee

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Next review due by: January 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. As a school we are committed to providing access to a broad and balanced curriculum for all students irrespective of special educational need or disability.

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

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.

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.

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (The Equality Act 2010).

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. When the need for any such adjustments becomes apparent the Finance and Premises Committee will meet as soon as possible, and within four weeks, to put an action plan in place.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim			Person responsible	Date to complete actions by	Success criteria
Ensure that all pupils with a disability are able to access the curriculum	<p>Our children receive quality first teaching including a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g induction loop systems to support children with a hearing impairment.</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>Continue to monitor:</p> <ul style="list-style-type: none"> • quality of teaching • suitability of resources • pupil progress including the impact of any interventions 	Headteacher ETA (SEND support), Class teachers	Ongoing	Pupils will have full access to the curriculum and will make appropriate progress
Ensure that all pupils with a disability are able to access extra –	All children are able to access all activities. Adult support is put in where needed.	Continue to monitor participation	Headteacher P.E coordinator	Ongoing	No children will be unable to access extra-curricular activities

curricular opportunities					
Improve and maintain access to the physical environment	At present the school site does not restrict access to any pupil, member of staff or parent.	Be mindful of the need to adapt the school site if necessary to accommodate wheelchair users in the future e.g. by providing a disabled toilet.	Headteacher Business Manager	Ongoing	Adults and pupils will be able to access the school.

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 Finance and Premises sub- committee.

5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey	None	na	na
Corridor access	All corridors are a reasonable width for the school population, but it is important that these access ways are kept clear of any obstruction.	Obstructions are not to be left in corridors.	All staff including caretaker	Ongoing
Lifts	none	na	na	na
Parking bays	none	na	na	na
Entrances	Main entrances are all level access.	none	na	na
Toilets	2 staff, 3 children. Not accessible to wheelchair users at present	Install toilets suitable for wheelchair access (or adapt existing toilets) – when funds allow or if necessary to accommodate pupil/member of staff.	Head Business Manager	ongoing

Reception area	Level access, doors can accommodate wheelchair users	none	na	na
Internal signage	All fire exit signage is fully compliant with regulations.	Audit other internal signage for suitability/necessity	Ongoing	Signage is accessible to all.
Emergency escape routes	All level access.	Inspect all fire exits for hazards .	Caretaker	Ongoing