



Clandon CE Primary School

**Roots to grow... wings to fly**

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# Accessibility Policy

Date adopted by governors: Spring 2020

Date for review: Spring 2023

**STATUS: STATUTORY**

**REVIEW: SPRING 2023**

**COMMITTEE: SAFEGUARDING**

# ACCESSIBILITY POLICY

Reviewed: Spring 2020	Next Review: Spring 2023	Committee: Safeguarding	Status: Statutory
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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.

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](#).

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.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<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.</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>Review reading books and ensure there is a good quality range of books at each level within the scheme.</p> <p>Ensure curriculum display includes examples of people with disabilities.</p>	<p>Literacy team to audit the reading scheme and ensure any books with negative views of disability are removed, this is particularly crucial where books have been donated.</p> <p>Literacy team to order new books from specific levels where stock is low.</p> <p>The PTA are asked to contribute funding towards this.</p>	<p>Ellie Morton and Yvette Webb</p> <p>Ellie Morton and Yvette Webb</p> <p>Vicky Voller</p>	<p>Autumn Term 2020</p> <p>Spring Term 2021</p> <p>Spring Term 2021</p>	<p>The reading scheme will reflect all pupils and will enhance positive messages about disability.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	<p>Consider how accessible our Forest School sites are; work with landowners to</p>	<p>Review the Forest School sites and consider how these could be made more</p>	<p>Debs Young</p>	<p>Autumn 2020</p>	<p>Forest School sites are accessible as possible and alternative routes are found where</p>

	<ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> </ul>	<p>increase accessibility to these sites.</p> <p>Ensure that accessibility is considered when planning for our nurture space.</p>	<p>accessible, possibly by finding alternative routes. Liaise with landowners and National Trust</p> <p>Plan for ramp to kitchen space, outline scope of works, obtain quotes and oversee works.</p>	Vicky Voller	Autumn 2020	<p>possible.</p> <p>The new nurture space is accessible for all.</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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Now and next</li> <li>• Visual Timetables</li> </ul>	<p>Improve internal and external signage for all stakeholders and visitors.</p>	<p>Review current signage, outline scope of works in line with best practice, obtain quotes and oversee works.</p>	Kerry Jupp	Autumn 2020	<p>Routes and key areas of the school are clearly signposted.</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 monitored by the Safeguarding Committee and approved by the Full 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
- Equality information and objectives (public sector equality duty) statement for publication
- 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	Main building 2 (2 <sup>nd</sup> floor offices, toilet and stockroom) Culmer Lodge 1 Home Lodge 1		na	na
Corridor access	Cluttered	Ensure walkways are kept tidy and clear.	ZJ	Ongoing
Lifts	None		na	na
Parking bays	Currently no disabled parking bays	Provide one disabled parking bay. (It may be preferable to place this beside the bin area. This would enable both car doors to be opened if necessary. It would also make parking easier as driver can drive straight in then reverse out between flint walls and turn right to exit car park.)	FMc & FC	January 2021
Entrances	Entrance to Culmer Lodge and Home Lodge are ramped. Entrances to main building have small steps at front door and library door.	Provide ramp at library entrance door to enable access to library, toilets, hall and learning lab.	FMc & FC	January 2021
Ramps	Into Culmer Lodge and Home Lodge		na	na
Toilets	Disabled toilet in Culmer Lodge and Home Lodge		na	na

Reception area	Not easily accessible due to step at front door. Entrance hall and doorway to school office are narrow. (Alternative route, entering via library door has two steps from hall to office.)	Provide ramp at front door to enable wheelchair access	As above	As above
Internal signage	Some limited internal signage that could be improved		KJ	January 2021
Emergency escape routes	Fire escapes and doors marked		na	na